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Allen, Charles L.; Burke, Marguerite V.

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ABSTRACT

The overall objective of this project is to develop an interdisciplinary social science curriculum to encourage elementary school children to view, in an historical perspective, the emergence of a Canadian identity and its relationship to continuing Canadian concerns; and, to examine his own identity and values, the identity of others, and his relationship with others in society. The child is challenged to develop an understanding of Canadian society which is pluralistic, economically and strategically exposed, divided regionally, and rapidly becoming urbanized. Contact experience with the inquiry approach should help the student to define social issues, select and implement appropriate modes of inquiry, interpret data, and propose solutions. The basis for the curriculum development is Dr. T. Aoki's Curriculum and Instructional Design Model. The development system is based on the cultural content consisting of disciplined knowledge, or John I. Goodlad's funded knowledge, and non-disciplined knowledge referring to value concepts adopted by a society as described by Goodlad's conventional wisdom. The authors have attempted to identify the major Canadian values and outline them in a conceptual framework. An Intended Learning Outcome matrix is also described. Examples of sequential learning experiences are given, including interviews and field trips, and the "Wilson Retirement Plan" simulation game is explained and evaluated.
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IDENTITY IN A CANADIAN URBAN COMMUNITY

JUNE 1971

Western Curriculum Project on Canada Studies

ED055011

IDENTITY IN A CANADIAN URBAN COMMUNITY

A Report Submitted to the
Project Canada West

by

Charles L. Allen
Marguerite V. Burke

Brunskill School
Saskatoon

June, 1971.

Project Personnel

Team: Charles L. Allen, co-leader
Marguerite V. Burke, co-leader
Sheila Hawkins, teacher
Margaret J. Mack, principal
Marilyn Sklarenko, teacher

General Consultant:
Dr. Harry Dhand
College of Education
University of Saskatchewan

Special Area Advisory Panel:
Professor Allan Anderson
Department of Sociology
University of Saskatchewan

Dr. Donald Fischer
Department of Psychology
University of Saskatchewan

Dr. Mary Hallet
Department of History
University of Saskatchewan

A. Clare Hume
Director of Instruction
Saskatoon Public School Board

Dr. Art McBeath
Executive Assistant
Saskatchewan Teachers' Federation

Professor Z. Pohorecky
Department of Anthropology
University of Saskatchewan

Student Associates:
Irene E. Stalder
Brian Wilson

Student Coordinator:
Tom Miller

"I sometimes hear it said that Canada is a country without an identity. It is an idea, curiously enough that is only found within Canada -- never abroad. During the thirty years that I represented this country overseas, let me assure you that no identity was better recognized or respected than was the Canadian -- I can vouch that there is a Canadian identity. To people throughout the world, Canada gives an image of solidarity. In fact, there is a Canadian identity which is an 'open sesame.' "

His Excellency, General the Right
Honourable Georges P. Vanier,
Governor General of Canada,
New Year's message to the
Canadian people, January 1, 1966.

PREFACE

This study, *Identity In a Canadian Urban Community*, was initiated in 1970 by Mr. E.E. Froese, the principal of Brunskill School, Saskatoon, Saskatchewan. When Mr. Froese left for further studies in Houston, Texas, the two remaining team members continued the development of the study.

In considering an area of study the team recognized that our children, locked in the suburbs, appear to be unaware of many of the various groups that compose our society, for example, the aged, disabled and the ethnic groups. Therefore, the theme of identity was adopted to foster the acquisition of a better understanding of the Canadian people through a study of our society.

Studies such as this about a specific aspect of the Canadian scene should prepare the student to fulfill his role as a Canadian citizen. Through a better understanding of the Canadian society the child will be equipped to participate effectively in the decision making process as it relates to the welfare of the individual in the society.

The team undertook to organize the curriculum system based on the Aoki adaption of Johnson's curriculum model.¹ Throughout the year 1970-71 the team has undertaken research in these fields: curriculum development and identity as interpreted by the disciplines, social psychology, sociology, history, anthropology,

¹ Curriculum and Instructional Design model as presented by Dr. T. Aoki in an address presented to the Project Canada West Workshop June, 1970, held at Edmonton, Alberta.

economics, political science, and geography. Further research will be pursued in these areas as the study develops. To integrate practice with theory and to assess the practicality of the study, a unit of work was undertaken in the classroom.

This study is intended for years four to eight¹ inclusive and was used at all of these levels during the early part of 1971. The study was developed in the classroom over a three month period. Further work during 1971-72 will be carried out in developing materials which may be used in other schools.

The completion of the curriculum development as outlined in the Aoki model, Chart 1, including a thorough evaluation of all materials, is scheduled to take five years. The team has now completed its first year of work. At the conclusion of the study it is expected that the following will be produced:

1. a technical manual containing a description of the curriculum development system, processes to be used by the classroom teacher, and evaluation techniques.
2. 3" x 5" cards describing techniques and containing model questions.
3. transparencies, tapes, maps, charts, film strips, etc., produced by teachers and children.
4. a loose leaf binder of resource materials, including the annotated bibliography of the existing materials.

¹ In the province of Saskatchewan the program of continuous progress identifies children according to the number of years they have been in school rather than by grade levels. Throughout this study when reference is made to years four to eight the children are between the ages of nine and fourteen.

During the past year objectives have been delineated in these areas: major cognitive concepts, cognitive skills, affective domain, and psychomotor skills. Evaluation of the study has been undertaken by consultants in educational theory and the social science disciplines. Further evaluation in the practical work was made by teachers in the field and senior education students from the University of Saskatchewan.

It is worthy of note that the study is being developed in such a way that the educational theory, the concepts and processes developed, and the content will be transferable to any center in Canada.

Funds received from Project Canada West and the Canada Studies Foundation have been instrumental in attracting other monies in the form of released time for teachers, consultants' services, use of materials, books and services from the Saskatoon Public School Board, the University of Saskatchewan, and the Saskatchewan Teachers' Federation. This presentation is a record of what has been accomplished through using the funds, services and materials obtained from the various sources. To continue this study, further funding is required as outlined in the budget proposed in Chapter 6.

ACKNOWLEDGMENTS

This submission, as it now stands, has been a consequence of A.B. Hodgetts' report on the National History Project¹ and the subsequent formation of the Canada Studies Foundation and Project Canada West. We sincerely thank the persons involved in the initiation and development of these two organizations. Dr. R. Sabey has provided leadership for the development of this study. This submission could not have been prepared without the support of the Saskatoon School Board and its administration. We are particularly grateful to Mr. M.J. Kindrachuk, area superintendent, Mr. A.C. Hume, Director of instruction, and Mrs. M.J. Mack, principal of Brunskill School. Our indebtedness to the University of Saskatchewan is great. Dr. H. Dhand, College of Education, University of Saskatchewan, guided, advised, and encouraged us throughout the past year. We would also like to express our appreciation to Mr. Tom Miller, for acting as student project coordinator. Special thanks is extended to the Saskatchewan Teachers' Federation and Dr. A. McBeath. This study also benefited from the kind cooperation of the Brunskill staff, who relieved us of many responsibilities and offered many encouraging words. The work of Mrs. S. Hawkins and Miss M. Sklarenko added an extra dimension to the study through the classroom use of materials developed. To the two students of the University of Saskatchewan; Miss I. Stalder and Mr. B. Wilson, who acted as researchers and outside evaluators, a special thanks is extended. We express our gratitude to the special area advisory panel for many sugg-

¹ See A.B. Hodgett, What Culture? What Heritage?, Ontario Institute for Studies in Education, Toronto, 1968.

estions to improve the study. To Mrs. D. Bailey, secretary of Brunskill school, who interpreted our handwriting and typed our rough drafts, we express our appreciation. For their understanding, patience, and encouragement we wish to acknowledge the roles played by Evelyn Allen and Sam Burke.

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CHAPTER I

INTRODUCTION TO THE STUDY

This study is designed "... to help our young people, through improved classroom work in Canadian Studies, to live in this country."¹ The nature of geography and the history of our society has resulted in the emergence of four major continuing Canadian concerns:

- "1. Canada is a technologically advanced, industrialized, and urbanized society.
2. Canada is a multi-cultural, multi-ethnic society with two major linguistic groups occupying the position of particular importance.
3. Canada is a vast country with deep regional divisions and diversities.
4. Canada is an exposed country, open to every conceivable kind of external influence."²

Canadians are challenged to develop an understanding of their society which is pluralistic, economically and strategically exposed, divided regionally, and rapidly becoming urbanized.

This study is an attempt to encourage children to view, in an historical perspective, the emergence of a Canadian identity and its relationship to the continuing Canadian concerns.

¹ Canada Studies Foundation Agenda, Criteria For Judging Projects and Project Proposals, May 3-5, 1971, p. 1

² Ibid., p. 1

A. RATIONALE

Arnold Edinborough, editor of Saturday Night, has been quoted as saying,

"... there is no national identity in Canada, none that you can put your finger on and talk about. We have neither the tradition of the older countries nor the clear-cut break with the old world that the United States has always insisted upon. We cannot blame teachers for not coming to grips with something that even the most sophisticated writers have been scarcely able to describe."¹

Solange Chaput Rolland in a six month trip across Canada sought a Canadian identity. Her observations as related in My Country, Canada or Quebec² suggested that French and English Canadians lack a common denominator. If adults in Canada, including people like Rolland and Edinborough, have difficulty recognizing a Canadian identity, then it is to be expected that the young people of this country will experience identity confusion. It is for this reason that they are asking "Who am I?", "Where do I belong?". This, then, presents a formidable challenge for Canadian schools and Canadian teachers.

Canada is rapidly becoming an urban society. The population of Quebec and Ontario is 78.3 and 80.4 per cent urban respectively according to the 1966 census, an increase of three percent over the five year period 1961-1966.³ In 1967 the Economic Council of Canada stated that by 1980 eight out of every ten Canadians will be living

¹ Dr. F.J. Gathercole, in an address to the Saskatoon Teachers' Convention, Saskatoon, Saskatchewan, February 24, 1967, from Arnold Edinborough, editor of Saturday Night.

² Solange Chaput Rolland, My Country, Canada or Quebec, MacMillan of Canada, Toronto, 1966.

³ Canada Year Book 1968, Queen's Printer, Ottawa, 1968. p.30

in urban centres and that six out of every ten will live in metropolitan areas with a population of over one hundred thousand. The increase in population in the urban centres of the three prairie provinces will be the equivalent to the present populations of Winnipeg, Saskatoon and Calgary.¹

This rapid increase in urbanization gives rise to many social problems. The change in the structure of society results in social upheaval which is brought into sharp focus by an increase in unrest, unemployment, poverty, and crime. A rapidly expanding community may ignore man's inner needs and contribute to a growing sense of insecurity. People feel that they are victims of an impersonal urban society. A computerized number may appear to them to be more important than the individual.

The varying social groupings cannot fail to meet and interact in the dynamic and interdependent environment of the city. This interaction could enrich the life of each individual in the community. However, there may be a tendency developing to view other groups in terms of stereotyped images. Through communication people become aware that each individual has a unique identity.

Without communication the barriers to mutual understanding are insurmountable. Real dialogue is possible only if the individual comes to understand the prejudices that exist in society and the cultural background of other groups. Because the public is frequently unaware of the needs of others and because of the apathetic attitude of many, individuals are alienated from society.

¹ Dr. Gordon McIntosh, Hilda Symonds et al; A Preliminary Proposal for Curriculum Studies of Urbanization and Urban Life: Canada Studies Project (Western Group), Revised Version, December 15, 1969, pp. 6-13.

To fulfill his optimum potential, man must have satisfying human relationships with his fellow man. To achieve this, the school must become involved. Educators have a responsibility to alert the individual to the forces at work in a growing urban society. They should help him interpret these forces and should demonstrate ways in which he can relate to other people in the community.

The child will ultimately be charged with the responsibility of making decisions about the urban society, decisions which must be predicated on an understanding of, and a healthy attitude to, the urban scene. Research has proven that many of the individual's attitudes are a product of his early experiences; therefore the school should provide experiences of such a nature that the student may gain an understanding of the problems existing in urban living which should help him clarify his values at an early age.

The experiences provided by the instructional materials in this study are directed towards an examination by the student of his own identity, of the identity of others, and his relationship with others in society. Through this study, it is anticipated that the child will become aware of the diverse composition of the society, that he will identify others as individuals rather than as stereotypes, and that his contact with other groups will build lines of communication that will be continued outside the classroom. As a result of these learning experiences, designed to clarify relationships, it is to be hoped the student will see himself more clearly, will see a future role for himself in society, and will be able to relate with other groups in the community. Experience with the inquiry approach should help the student to define social issues, select and implement appropriate modes of inquiry, and interpret data. The study should help the student identify and clarify his own system of values. He should be able to propose his own

solutions to social problems, solutions that will recognize the dignity of the individual. From his experiences he will learn to use facts as tools upon which to build his outcomes enabling him to foresee some of the many possible implications of his decisions. Physical (inter-regional and intra-regional) and social mobility, and the stereotyping of individuals may disrupt the social structure of society, and catalyze the search for a new identity. This dislocation has sometimes resulted in the alienation of the aged, the impoverished, and some ethnic groups. This study, familiarizing children with the Canadian tradition through their contact with senior citizens and persons of different ethnic backgrounds will help integrate the traditional identity with the emerging identity of the "new generation."

In the context of rapid urban expansion, the students' encounters with various groups in the community will enlarge his experience with other people, and develop an understanding of the total community. Students who become aware of and sympathetic to the identity crisis on the local scene are better equipped to cope with a problem that is universal in nature.

1. Year level

The materials for this project are being prepared for the elementary school, years 4 to 8 inclusive.

2. Time Required

A minimum of four months would be required to undertake a study in this area. The activities that are prepared in this presentation are merely suggestions from which the teacher may select according to the local situation.

WHAT IS IDENTITY?

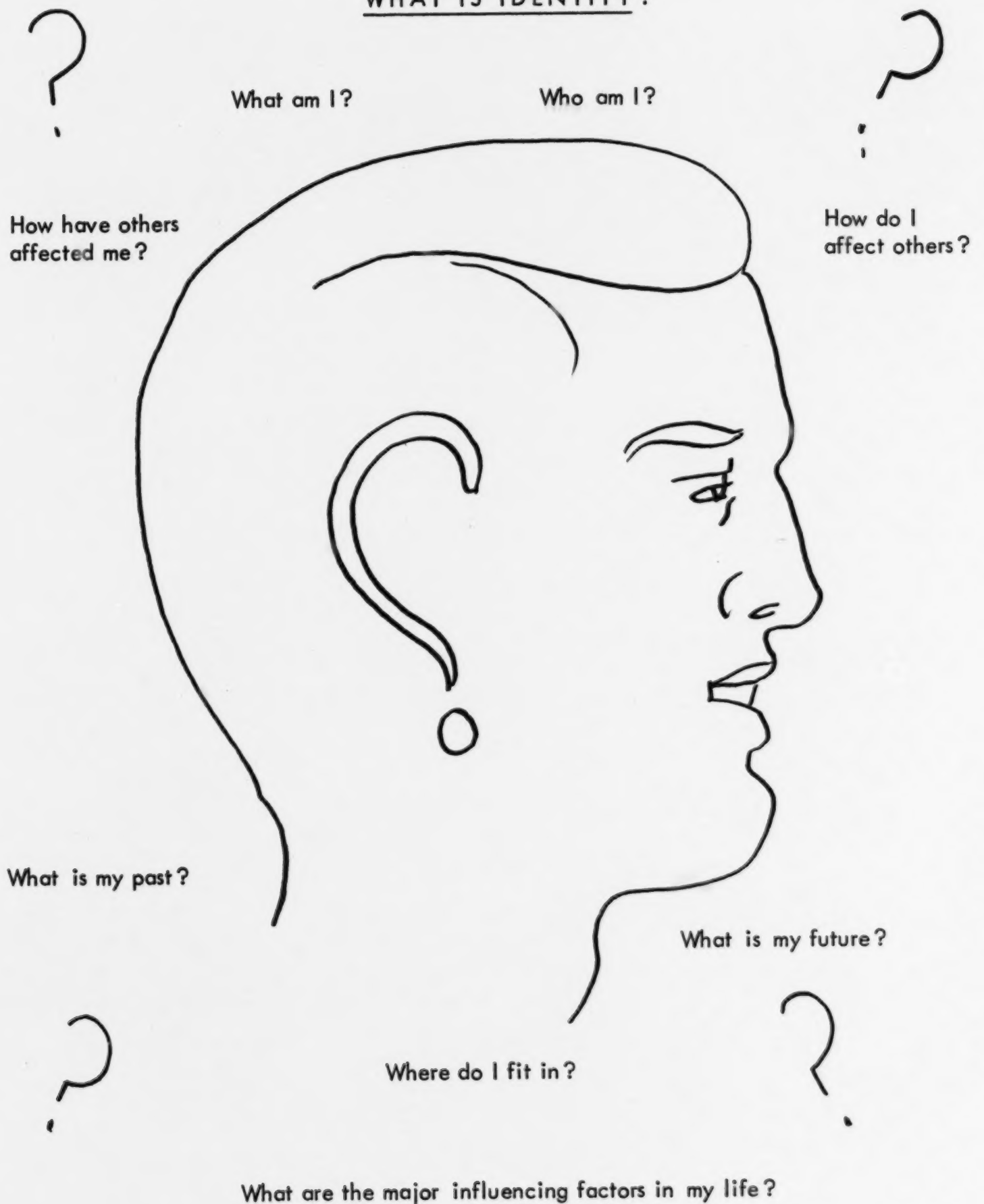


CHART 1

B. A DEFINITION OF IDENTITY

Sigmund Freud was the first to introduce the concept of identity into the social sciences. Freud found that identity was inseparable from culture. In 1926, addressing the Society of B'nai B'rith in Vienna, he spoke of his identity as "... observed emotional forces which were the more powerful the less they could be expressed in words, as well as clear consciousness of inner identity, the safe privacy of a common mental construction."¹ Freud conceived the idea that the dimensions of identity are located in the inner self and also in the core of the communal culture.

William James, the eminent American psychoanalyst spoke of his own identity as a "... subjective sense of invigorating sameness and continuity."² By this James was referring to those characteristics of the individual which are retained over a period of time.

Erick Erickson elaborated on this concept of basic permanence. Erickson wrote that "... a conscious feeling of having a personal identity is based on two simultaneous observations: perception of self sameness and continuity of one's existence in time and space, and perception of the fact that others recognize one's sameness and continuity."³ Erickson added that "... the traditional remnants of identity strength are economic, religious, or political; regional or national - all of which ally themselves with ideological perspective."⁴

Authors working in the area of identity repeatedly discuss the work of these three leaders in the field. Riesman noted that "... it was psychoanalytic psychology

¹ Erick Erickson, Identity, Youth and Crisis, W.W. Norton, New York, 1968, p.20

² *Ibid.*, p. 19

³ *op. cit.*, p. 50

⁴ *op. cit.*, p. 31

which was stimulating to anthropologists and other social scientists concerned with personality and culture."¹ Identity then, consists of an individual's self-concept with elements of consistency and basic permanence, centered in the inner self and in the core of his culture. Therefore, one's name, possessions, family, rights, obligations, friends, and relations are anchorage points for a sense of identity.²

For the purpose of this study identity will be regarded as the process by which the individual integrates the interaction between his inner self and the communal culture. Therefore, it is crucial that the student reflect on his own emerging identity and on the traditions of his community. With this in mind, the authors of this study will focus first on the student's own self-concept, next on the identity of the primary group, then on other members of the society, and finally on the traditions of the past and the emerging culture of the present generation.

¹ David Riesman, Nathan Glazer and Reuel Denney, The Lonely Crowd, 3d ed., Yale University Press, New York, 1961, p. preface xiii.

² Encyclopedia Americana, Americana Corporation, New York, 1970, pp. 664-665

CHAPTER II

CURRICULUM DEVELOPMENT SYSTEM

As a basis for the curriculum development of this study "An Adaptation of M. Johnson's Curriculum and Instructional Design Model" is used. (See Chart 2, page 10). The model was adapted for the use of Project Canada West by Dr. T. Aoki of the University of Alberta. The curriculum development system is based on the cultural content of disciplined and non-disciplined knowledge and on a matrix of Intended Learning Outcomes (I.L.O.'s).

The disciplined knowledge refers to the concepts, content, and methodology of the social sciences. In this study materials are developed from the following disciplines: social psychology, sociology, cultural anthropology, history, human geography, political science, and economics.

The non-disciplined knowledge is the value system. The authors have attempted to delineate major Canadian value concepts that may be developed for this study.

The matrix is composed of the Intended Learning Outcomes or objectives of the course. Before the matrix can be developed, a criteria must be outlined for the selection of these Intended Learning Outcomes or objectives; in other words, the question, "What is the basis for selection of objectives?" must be answered.

Criteria for the organization of I.L.O.'s must not be developed. The question, "How are the objectives to be organized?" must be answered.

The objectives in the matrix then must be selected and organized according to the criteria outlined. The matrix is composed of the major concepts of identity, the cognitive skills, the value concepts, and the psychomotor skills that are to be developed.

AN ADAPTATION OF M. JOHNSON'S CURRICULUM AND INSTRUCTIONAL DESIGN MODEL

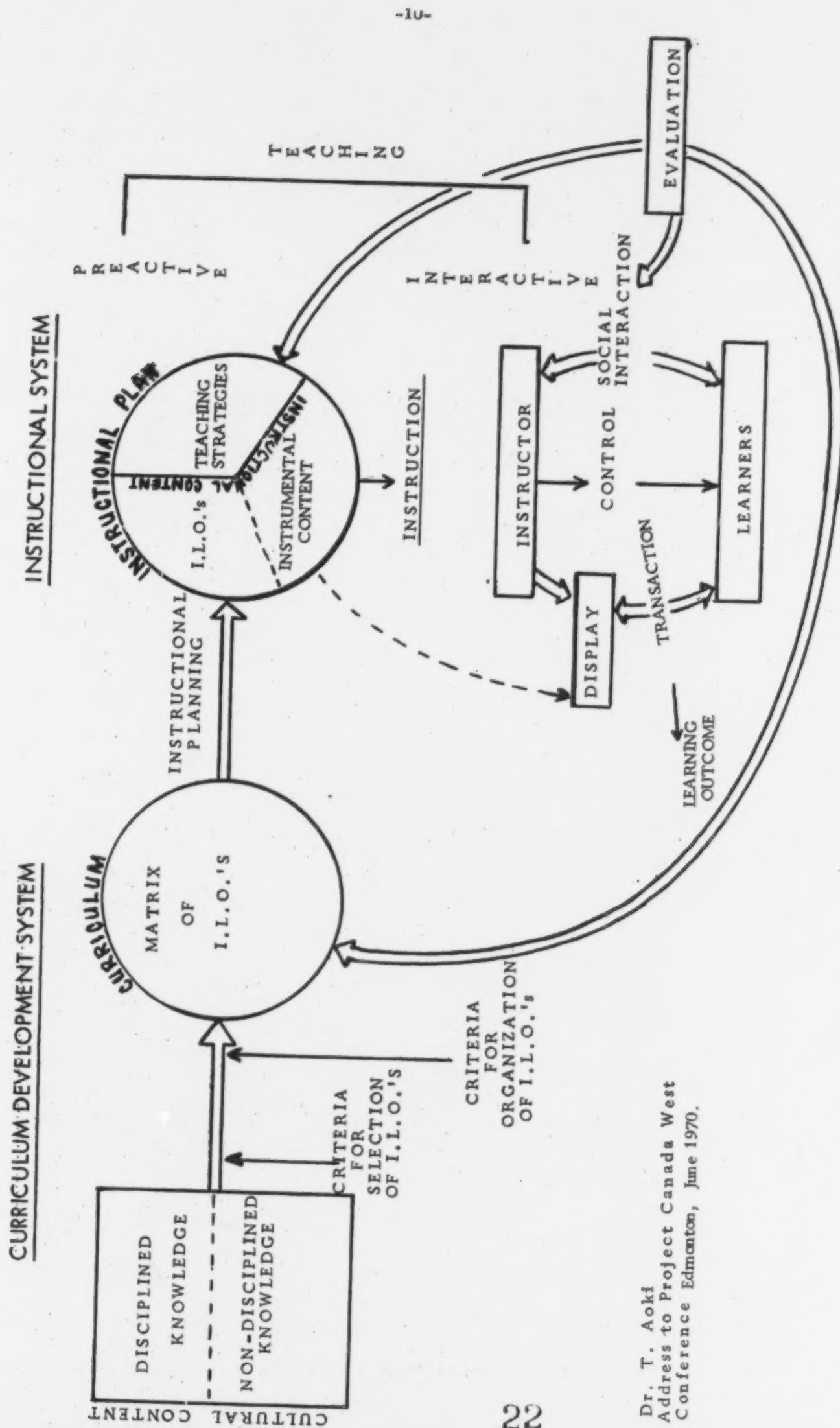


CHART 2

Dr. T. Aoki
Address to Project Canada West
Conference Edmonton, June 1970.

The authors of this report have attempted to examine identity in depth. In developing the activities for the classroom, careful selection will be made for presentation to the teachers. It is our intention that the materials presented for the teachers to use will be built on a foundation that is sound according to educational theory and to the disciplines and their processes. Selection of materials will be made on the basis of suitability for year level and pupil interests, cognitive, affective, and psychomotor objectives, Canadian social needs, relevance, consistency, variety of experiences, flexibility in the classroom situation, and practicability for implementation by teachers.

It is not the intention of this study that the whole area of identity be examined in the classroom, but that the activities outlined will scrutinize aspects of the subject closely. Selection of activities will be made at least twice; first by the authors, and secondly by the teachers using the suggested materials and strategies. The teacher in the classroom will select content suitable to his community, class, and the students' former experiences, individual students involved, his own academic background, and availability of materials.

B. DISCIPLINED KNOWLEDGE

The study "Identity in a Canadian Urban Community" should provide an interdisciplinary program in the social sciences for the elementary school child. The cultural content in the curriculum can be thought of as consisting of disciplined knowledge or Goodlad's "funded knowledge"¹ using Phenixes' definition of a discipline as "knowledge organized for instruction."² Each discipline contributes a particular set of intellectual tools which may be used in dealing with the complex problems of modern living. The concepts of the social sciences are deemed necessary for an understanding of the cultures in all societies in addition to our own Canadian society. Therefore, it is essential that the school introduces the student to the major concepts of the social science disciplines. The task of the school is to guide children in the study of man. In doing so, one is forced to ask questions and in seeking answers to these questions, the student must turn to the various social science disciplines and draw from each discipline information which helps establish a concept necessary for understanding aspects of the relationships man to his society and his natural environment.

Order, consistency, and balance can be brought to the social science program if the curriculum developer begins by asking, "What are the separate disciplines attempting to accomplish?" and then, "How does each discipline contribute to the social science activities in the program?"

¹ John I. Goodlad, "Conceptual System in Curriculum," The School Curriculum and the Individual, Blaisdell Publishing Co., Waltham, Mass., 1966, p. 144.

² Philip Phenix, "The Disciplines as Curriculum Content," Curriculum Crossroads, A.H. Parson, ed., Teachers' College, Columbia University, 1962, pp. 57-65.

The social science disciplines of history, political science, social psychology, sociology, human geography, cultural anthropology, and economics address themselves to the description, explanation, and classification of aspects of the society which influence the identity of human beings as they act either individually or in groups, and as they are influenced by natural and cultural forces.¹

Social psychology is the study of the behavior of the individual. His behavior may stimulate others or may be a response to stimulation by others. Concepts of social psychology that would be useful to this study are: motivation, personality, emotion, group dynamics, social perception, inter-personal relationships, and socialization. In dealing with identity in urban environment, the social psychologist would concern himself with the whole field of identity and its acquisition by the individual as well as with the effect upon the individual of the urban environment and the changes of life style in our society.

Sociology is concerned with the generic aspects of the socio-cultural phenomena, and develops the concepts of social system, social interaction, status, role, norm, social institution, the urban society, socialization, and the relationship between culture and personality. The sociologist viewing identity in an urban community would be concerned with human inter-relationships essential for the productive operation and development of an urban society, and with social disorganization in a world made hectic by the rapid tempo of social change, about inter- and intra-regional physical mobility of the population which results in the fragmentation of group conscienceness by some individuals in

¹ Definitions and concepts of the seven social science disciplines employed have been derived from a number of sources such as, G.J. Barstowe, Ph.D., Notes on Physical and Human Geography, Forum Publishing Co., Canada, 1968, Margaret Mead, Anthropologists and What They Do, E.M. Hale and Co., Eau Claire, Wisconsin, 1968, and Caroline Rose, Sociology, Charles E. Merrill, Columbus, Ohio, 1965.

the society and a search for a new group identity by others, factors binding people together such as occupational status, religion, ethnic origin, language, shared interests and experiences, and traditional and contemporary occupational groups.

Cultural Anthropology is a study of ways of life devised by human beings living in a society. Some of the basic concepts of cultural anthropology valuable to this study are: cultural patterns, social structure, cultural growth and change, and acculturation. In discussing identity in a specific Canadian community the anthropologist would probably be concerned with the cultural, ethnic, and social institutions, political structures, patterns of social intercourse, economic activities, diet, dress, artistic expression, and recreational activities, and their effect on the current Canadian life-style.

History is a description, interpretation, and explanation of past human action and it strives to develop concepts of past, time, and chronology. In this project teachers will attempt to present identity in terms of the traditions of the past. The historical background of ethnic groups and a study of the Canadian experience during the past hundred years will be of particular interest to this study. The Depression and Canada's contribution to the two World Wars have been partially responsible for the shaping of the Canadian identity.

Economics - the discipline of economics examines human behavior in relation to consumption, productivity, scarcity, specialization, interdependence, exchange, and the modification of the market by public policy.

Two factors that influence identity are production and consumption which determine, to some degree, the occupation selected by an individual and his life style. The producer tries to meet and influence the needs of the consumer through the facilities

of multimedia. Scarcity plays a role in determining the identity of the individual. Products that are scarce are used for status symbols. Specialization, which is determined by geography and technology, is a factor influencing identity. Closely related to this is the concept of inter-dependence, an outgrowth of factors closely related to economics. The economy influences identity when the labor force is susceptible to economic conditions of a region, or when people on fixed incomes, old age pensions, and welfare encounter the ever-widening gap between themselves and others. Urban growth affects identity when the individual takes advantage of wider educational offerings necessary for economic diversification. Economic stratification which may inhibit social mobility can result in identity confusion.

Political science attempts to describe and interpret the actions of those people and groups involved in the mobilization of facilities for the attainment of certain goals related to wants, demands, power, leadership, authority, decisions, and the political community.

A region has specific goals arising from expressed demands, an outgrowth of wants. Individuals living within this region identify themselves with these goals, with a political group that represents these goals, and with the leadership of that specific political thought. The group identity may determine voting patterns. The identification of groups within a community is essential for those who are involved in trying to provide the political leadership for that particular community. Participation in the decision-making process enhances the identity of the individual.

Human Geography describes and explains man's interaction with his environment. Two basic concepts fundamental to this study are the nature and development of urban

settlement, and of population. In this field the geographer would be concerned with the structure and inter- and intra-relationships of the community, the form and rapidity of city growth, the increase in farm size resulting in loss of population in rural communities and the demise of outlying service communities giving impetus to large urban communities, the economic status of the city, land-use patterns and economic activity within the city, characteristics of areas in relation to residents, location of ethnic and economic groups, distribution of service institutions, the location of welfare caseloads, and recreational facilities.

The following chart lists the social science disciplines employed in this study. A brief description of each discipline is outlined as it applies to identity. Some of the concepts to be developed have been presented. Also possible applications of the concepts to the study have been outlined. These do not exhaust all of the possible avenues of exploration in each discipline. The geographer, for example, may be as concerned about the mobility of the population as the sociologist; the psychologist, the anthropologist, and the sociologist are all interested in socialization, although from different points of view. A teacher using the materials may wish to place more emphasis on one discipline than the others according to his students' needs or his own talents. Teachers will alter the material according to the geographic region, economic development, and historical background of their respective communities.

Disciplined Knowledge As It Applies To Identity

Discipline	Definition of the Discipline	Concepts to be Developed	Possible Application to this Study
Social Psychology	- a study of the behavior of the individual - his behavior may stimulate others or be a response to stimulation by others	- motivation - personality - emotion - group dynamics - social perception - interpersonal relationships - socialization of the individual	- the acquisition of an individualistic self concept - effects on an individual of the disruption of traditional social patterns - the impact on the individual of impersonal attributes of an urban society
Sociology	- is concerned with the generic aspects of socio-cultural phenomena	- social system - social interaction - status - norm - role - social institution - urban society - socialization within the group - culture and personality	- human interrelationships essential for the productive operation and development of an urban society - social disorganization in a world made hectic by the rapid tempo of social change - inter and intra-regional physical mobility of the population which results in the fragmentation of group consciousness by some individuals and a search for a new group identity by others. - social mobility - cohesiveness of the society, people bound together by occupational status, religion, ethnic origin, language, shared experiences and interests
Cultural Anthropology	study of ways of life devised by human beings living in a society	- cultural patterns - social structure - cultural growth and change - acculturation	- people of the community originate from various cultural and ethnic entities. - cultural heritage of ethnic groups, religions, beliefs,

Discipline	Definition of the Discipline	Concepts to be Developed	Possible Application to this Study
Cultural Anthropology (continued)			
History	description, interpretation, and explanation of past human action	- past - time - chronology	- ideologies, values, social institutions, political structure, economic activity, artistic expression, patterns of social intercourse, diet, dress, recreational activities - the implication for the society of the Canadian mosaic - process and implication of urbanization.
			- identity as developed through past traditions - the Canadian mosaic, its development - historical background of the ethnic groups - the historical experience of Canadians during the past hundred years - the Canadian identity established through the Depression and two World Wars.
Human Geography	describes and explains man's interaction with his environment	urban settlement population	- structure of the community - inter and intra-regional relationships of the community - the form and rapidity of city growth - the increase in farm size resulting in the loss of population in rural communities and the demise of outlying service communities giving impetus to large urban centres

Discipline	Definition of the Discipline	Concepts to be Developed	Possible Application to this Study
Human Geography (continued)			
			- economic status of the city - land-use patterns and economic activity - location of ethnic groups within the city, distribution of service institutions, welfare case load, and the location of recreational facilities - characteristics of areas in relation to residents.
Economics	primarily considers the scarcity concept and the conflict that arises between unlimited wants and limited resources	- consumption - production - exchange - scarcity - specialization - interdependence - modification of the market by public policy	- specialization determines occupation, location of residence, education. - production to meet real needs of the consumer - artificial needs created through the multi-media by the producer - scarcity and its influence on the establishment of status symbols - economic interdependence, urban communities depend on their resources - labor force susceptible to conditions of surrounding region. - consumption, production, exchange as it influences life patterns - relationship of urban growth, wider educational offerings, and economic diversification - people on fixed incomes, old age pensions, welfare, the ever-widening economic gap between these groups and other citizens - unemployment and unemployment insurance - social stratification

Discipline	Definition of the Discipline	Concepts to be Developed	Possible Application to this Study
Political Science	describes and explains actions involved in mobilization of facilities for the attainment of group goals	- wants - demands - power - leadership - authority - influence - party system	- goals of a geographic region may determine the political group and leadership with which an individual identifies. - voting patterns and significance in terms of group identity

Appendix A, Concepts of the Disciplines and Relationship to Activities, indicates the role of each discipline and its concepts in the projected activities to be developed in this identity study.

B. NON-DISCIPLINED KNOWLEDGE

Goodlad's "conventional wisdom" or non-disciplined knowledge refers to the value concepts adopted by a society. Paul R. Hanna of Stanford University has stated, "We are at a stage in our history where science and technology have forced us to form larger communities of men. We have been forced to invent new social technologies to operate in this larger area . . . We need research to discover the commonality of values, and education to reinforce those values which have been built up in our society over a long period of time."¹ The social science disciplines contribute by clarification and the description of social values. Since the social sciences are concerned with the relationships among people the study of moral values is inherent in their presentation. Social values are probably best developed as problems of basic ethical conflicts and students must be given intellectual tools for dealing with our value system with the intent of helping them understand and clarify their own moral standards. Three steps should be followed in the consideration of value concepts - issues should be clarified, facts must be verified, and the soundness of logic used must be analyzed. In pursuing a decision on moral issues students must be led not only to consider ultimate goals but also the cost in terms of intermediate goals. Leading social science curriculum builders see primary children attacking value problems in relationship to their own lives or at the 'prudence' level. Intermediate students should examine morality in law and politics as well as other social problems. Senior students should be involved in discussing value concepts at the international level. It is at the intermediate level or in terms of legal, political,

¹ Paul R. Hanna, "Major Concepts of Social Studies," A Progress Report, November, 1965, Syracuse University, Syracuse, New York.

and social morality that this study addresses itself. The authors have attempted to identify major value concepts in the Canadian society and to outline them in a conceptual framework in Chapter 3.

Human Dignity

Students should become aware of the dignity of every individual and the preciousness of human life. This value concept is derived from an ideal based on traditions brought to Canada from "the old country" as well as from the Canadian heritage. The Canadian Bill of Rights reflects the society's respect for human dignity.

Empathy

Empathy, a traditional Canadian ideal, requires that the individual use his own experiences in understanding the problems of others, or "puts himself in the other fellow's shoes."

Democratic Inter-dependence

W. L. Morton states that "Canadian history is relevant to universal history,"¹ in that "society cannot live by the state alone. Society has its own autonomous life which is sustained by sources which may enrich the life of the state."² He points out that these sources are religious and moral. The state exists to ensure the opportunity of a better life for the individual. Morton maintains that Canadians have an obligation to respect and safeguard the political, economic, and religious rights of his fellow man "... primarily by manners, which are the dealings of man with man, and secondarily

¹ W. L. Morton, The Canadian Identity, University of Toronto Press, Toronto, Ontario, 1961, p. 113

² Ibid.

through political and social order."¹

The self-made man and the highly individualistic personality are not necessarily Canadian concepts. Canada's geography, "one of the largest, harshest, and most intimidating countries on earth,"² and her history which has evolved in this northern economy, has demanded cooperation and interdependence among her people for her development. This experience has resulted in an interdependent society in which the individual accepts some responsibility for the welfare of all its members.

Democratic interdependence has been dictated to us by our history and geography and is becoming part of the Canadian ideal. Cooperatives, socialism, trade unionism, and fabianism, imported to this country from Britain have influenced the development of inter-dependence among Canadians. Our ideal of peace, order and good government under the British North America Act guarantees law and order which provides the opportunity for a good life.

Commitment to a Diverse Society

Canada, from its political inception, had two distinct cultures, a diversity recognized by the Crown. "Allegiance meant that the law and the state had an objective reality which did not rest on subjective contemporary assent. A republican government requires consensus, a basis of great intrinsic unity and conformity. In Canada only the objective reality of a monarchy could form the centre and pivot of unity for a society of allegiance admits of a diversity that a society of compact does not, and one of the blessings in Canadian life is that there is no Canadian way of life much less two, but a unity under the Crown admitting of a thousand diversities."³

¹ W.L. Morton, The Canadian Identity, University of Toronto Press, Toronto, Ontario, 1961, p.113

² Ibid., p. 114

³ W.L. Morton, The Canadian Identity, University of Toronto Press, Toronto, Ontario, 1961, p.111.

Hodgetts maintains that the understanding of opposing viewpoints is essential if we are to avoid the destruction of our society.¹ "Not national unity, but national understanding"² is basic to a Canadian way of life. It is the limitless diversity of an open pluralistic society which is unique to Canada.³

Provincial rights, created by the British North America Act, recognize the existence of pluralism within Canada. Many Canadians are beginning to realize that the culture is enriched by an active encouragement of cultural diversity.

Endurance

According to Morton, "... common experience has created a common psychology, the psychology of endurance and survival."⁴ Canadians have suffered defeat many times, but survive and go on in strength. The real triumph is to survive holding firmly to one's traditions which foster growth and clarify our purposes. This lesson has been well learned by French-Canadians who fought to retain a culture for over two hundred years, by Maritime fishermen and Western farmers seeking economic survival in harsh environments, by Canadian troops at Ypres, or by those who suffered through the Great Depression.

Openmindedness

Canadian society, evolving from two great cultures and encouraging the development of many to become a pluralistic society, has required an attitude of open-mindedness from her citizens. History and geography have demanded that Canadians be dependent upon others economically, militarily, and politically. Economically she has

¹ A.B. Hodgetts, What Culture? What Heritage?, Ontario Institute for Studies in Education, Toronto, 1968, p.120

² Ibid. ³ Ibid. ⁴ Morton, op.cit., p.112

required markets to absorb her products. Strategically, first the French then the British; and in contemporary history, the Americans have played a military role in the defence of Canada. Politically, first under the French, then under the British, and finally as a member of the Commonwealth of Nations, Canada has evolved her system of government. These three areas of dependence have forced Canadians to broaden their viewpoints and to develop an openmindedness in their relationships with other nations and at home in many cultural settings.

This traditional value concept is furthered by this technological development essential to contend with her northern economy. The northern economy, then, has made the frontiersman seize technological progress, whether it be the canoe by the fur trader, the gun by the Indian, or the telephone by the business man. This attitude of openmindedness has been reinforced in the educational field by scientific studies and the social science disciplines.

1. Criteria For the Selection of Intended Learning Outcomes

The criteria for the selection of "intended learning outcomes" are:¹

1. The nature of the learner, his needs and his interests are the criterion for the selection of goals. Factors that arise within the school and its pupil population, as well as the needs and interests of a particular student will affect the selection of goals. Not only from community to community, but from classroom to classroom, or from student to student, the activities will vary depending on the class and the child

¹ Curriculum and Instructional Design model as presented by Dr. T. Aoki in an address presented to the Project Canada West Workshop held at Providence Center, Edmonton, Alberta, June, 1970.

himself.

2. Another criterion for the selection of goals is the nature of society itself, its values, and the problems it must solve. The conditions of contemporary life among youth, including the types of activities they are expected to engage in, the problems they encounter, and the opportunities for self-realization that are considered desirable, will condition the selection of the goals of this study. The pluralistic and pragmatic nature of Canadian society must be taken into consideration. In transferring the materials of this project from one situation to another priorities will differ from community to community, and for different groups within the same community.

3. The last criterion is the nature of the disciplined knowledge upon which the project is based, the components of which are the concepts that must be developed from the knowledge, the content within the discipline, and the process of the discipline. Priorities among objectives will be affected by trends in social sciences. Changing conceptions of the nature and structure of these disciplines will be reflected in shifting emphasis among the objectives of social studies instruction in the schools.

2. Criteria For Organizing The Intended Learning Outcomes

The criteria for the organization of the "intended learning outcomes" are of three classes, knowledge as in the cognitive domain, values as in the affective domain, and techniques which are the psychomotor skills.¹ In this particular study the matrix will be based on a conceptual framework in the cognitive domain with a description of how skills may be developed in this area, the affective domain with a description of the value concepts to be developed, and an outline of psychomotor skills to be developed an/or reinforced.

¹ Mauritz Johnson, Jr., "Definitions and Models In Curriculum Theory," Educational Theory, 17 (April, 1967) pp. 127-140.

CHAPTER III

MATRIX OF INTENDED LEARNING OUTCOMES

The matrix in the Aoki adaptation of the Johnson curriculum model is a summary of the intended learning outcomes. In this study, first the major concepts and subconcepts of identity in the cognitive domain are described. The cognitive skills that must be developed and utilized by the student are outlined. The Canadian value concepts that can be examined through this study are indicated. Finally, an outline of the psychomotor skills to be developed and employed are delineated. These are then reinterpreted in terms of operational behavior.

A. MAJOR COGNITIVE CONCEPTS

The interpretation of identity is an element common to all the social sciences. This project uses this unifying idea for all the concepts selected. The seven major concepts chosen by the authors to illuminate the key ideas of identity form the most important hierarchy of concepts to be developed. Each lesser concept in the hierarchy is a component or subconcept of one or more of the major concepts. Together, these concepts involve the student in a study of all the social sciences. A brief description of each concept and an indication of its discipline relationship follows:

Identity is an individual's self-concept. Identity refers to those characteristics of the individual which are retained over a period of time. One's name, possessions, family, rights, obligations, friends, and relations are anchorage points for the sense of identity. In a growing urban society its impersonal nature, its discrimination against individuals and groups, the disruption of traditional patterns

and values, and mobility may result in identity confusion or the emergence of an identity which differs considerably from the traditional. This concept is of primary concern to the psychologist, sociologist and cultural anthropologist.

Identity is learned. Identity is learned first in the home, then through play-mates on the street, at school, at church and other community organizations, and is modified through association with peer groups and by the mass media as the individual matures. Forces within the community may tend to frustrate the individual's attempts to develop a positive self concept and interfere with this learning process. This concept, often referred to as socialization, is of fundamental importance in the disciplines of social psychology, sociology, and cultural anthropology.

The group is involved in establishing identity. The individual establishes his identity when he relates to groups within the community. A new identity emerges or identity confusion occurs when factors within the community result in the disintegration of these groups. This concept is stressed by the disciplines of sociology and cultural anthropology.

Identity is related to the material well-being of the individual. A stable economy within which the individual thrives and a flexible social stratum in which the individual can move upwards (social mobility) may aid the individual in gaining a more positive self concept. On the other hand a depressed economy or one in which the gap between the well-to-do and the very poor appears insurmountable may cause the deterioration of the self-image of a person in a lower income group. This concept is related to economics, sociology, and political science.

Identity is related to the individual's self interpretation of his capabilities and achievements. William James has stated that identity is based upon the material aspects of the individual, upon friends, acquaintances, and associates, and upon subjective evaluation of his own capabilities and achievements.¹ The individual frequently measures these capabilities and achievements in terms of the expectations of society; such a measurement may have either a negative or positive effect. Social psychology, sociology, and cultural anthropology employ this concept in one form or another.

The individual identifies himself in terms of his position in space. A human being is affected by his spatial position in relation to other objects. Distances between population centers and lack of adequate space in large cities directly affect the individual's self concept. Morton maintains that "the alternate penetration of the wilderness and return to civilization is the basic rhythm of Canadian life."² He observes a continuation of this pattern when he says, "... even in an industrial and urban society the old rhythm continues for a typical Canadian holiday is a wilderness holiday."³ Human geography, history, and sociology are disciplines concerned with the positioning of objects in space.

Identity involves relationship with the past. The concept of identity may be applied to the interpretation of past events. The history of Canada, as well as that of an ethnic group or religious group, aids the individual in an understanding of the traditions and values held in society, and aids him in orientating himself to them.

¹ Encyclopedia Americana, Americana Corporation, New York, 1970, pp. 664-665.

² W.L. Morton, The Canadian Identity, University of Toronto Press, Toronto, Ontario, 1961, p.5.

³ Ibid.

Cognitive Conceptual Framework:
Possible Avenues of Exploration

Major Concepts	Subconcepts	
	Constructive Factors	Disjunctive Factors
Identity is an individual's self concept	The individual establishes his identity by relating to the cultural heritage of Canadians and ethnic groups, his age group, and occupational status. Positive forces in building identity for the individual are successful human inter-relationships within the family and the community as well as successful personal experience.	The individual is alienated by a society that discriminates against his ethnic and cultural heritage, his age group, occupational status, the geographical location of his residence, his political experiences. An impersonal urban society in which the individual feels threatened reduces self-esteem.
Identity is learned	Identity is learned from contacts with family, playmates, school, church, other community organizations, peer groups and mass communication.	
The group is involved in establishing identity	The group establishes identity by developing a unique culture with constructive social values. Identity is acquired by sharing group interests and experiences.	An individual's identity is modified when the traditional patterns and values of society are disrupted by change which results in the disintegration of the group. Social and physical mobility which destroy family and group inter-relationships alter the identity of the individual. The group destroys self-esteem when its expectations are beyond the reach of the individual.
Identity is related to the material well-being of the individual	A flexible society with a positive economic climate which permits the individual to move into socially acceptable hierarchies through	Abuse of influence through background or business connections can discourage individuals from developing their full potential and threatens their self-

Major Concept	Subconcepts	
	Constructive Factors	Disjunctive Factors
	education, vocational opportunity, and improved economic status aids in the development of identity. A thriving economy in which the individual has the opportunity to improve his economic status through mobility, human inter-relationships and established family tradition enhances the individual's self image.	esteem. Economic interdependence deprives the individual of the security of providing directly for his own basic physical needs. This situation may be threatening and may modify an individual's identity. Identity confusion may occur when the individual cannot meet the expectations of a society that measures success in terms of material wealth rather than other social values. Individuals on fixed incomes, pensions, or welfare are alienated by the widening gap between their economic status and the material wealth of an expanding middle class.
Identity is related to the individual's self-interpretation of his capabilities and achievements.	The individual evaluates his achievements and capabilities in terms of his relationships with other members of the society, his economic status, his educational accomplishments, his vocation, and the contribution he makes to social development.	When the individual recognizes that society treats with contempt his achievements or that he does not measure up to social expectations identity confusion or the development of a negative identity may occur.
The individual identifies himself in terms of a position in space.	The individual identifies himself with a particular region and landscape, natural vegetation and forms of animal life within that region, climatic conditions, regional economic activity, regional and urban growth, and the location of the residential area in which he lives.	Lack of adequate space in large cities and the threat of losing the wilderness to pollution or private property rights modifies the identity of the emerging generation.

Major Concepts	Constructive Factors	Subconcepts	Disjunctive Factors
Identity involves a relationship with an interpretation of the past.	Identity is related to Canadian history as well as the history of ethnic groups. Traditions of the family, of religious sects, of economic activities, as well as the individual's past experiences, play a role in the development of identity.		When history is regarded by the community as unimportant or mediocre, when traditions are ignored or undergo sudden change, identity of the emerging generation is modified. When a social group is in close contact with an overpowering cultural group the struggle to develop a unique identity is frustrated.

Aspects of IDENTITY to be considered in this study.

The information in the sectors of the circle refers to the positive elements of the society influencing the development of an individual's sense of identity. The dotted lines extending out from the circle indicate the factors which could modify the identity of an emerging generation, or result in identity confusion which may contribute to the emergence of a negative identity.

The chart below was designed by the office of this study.

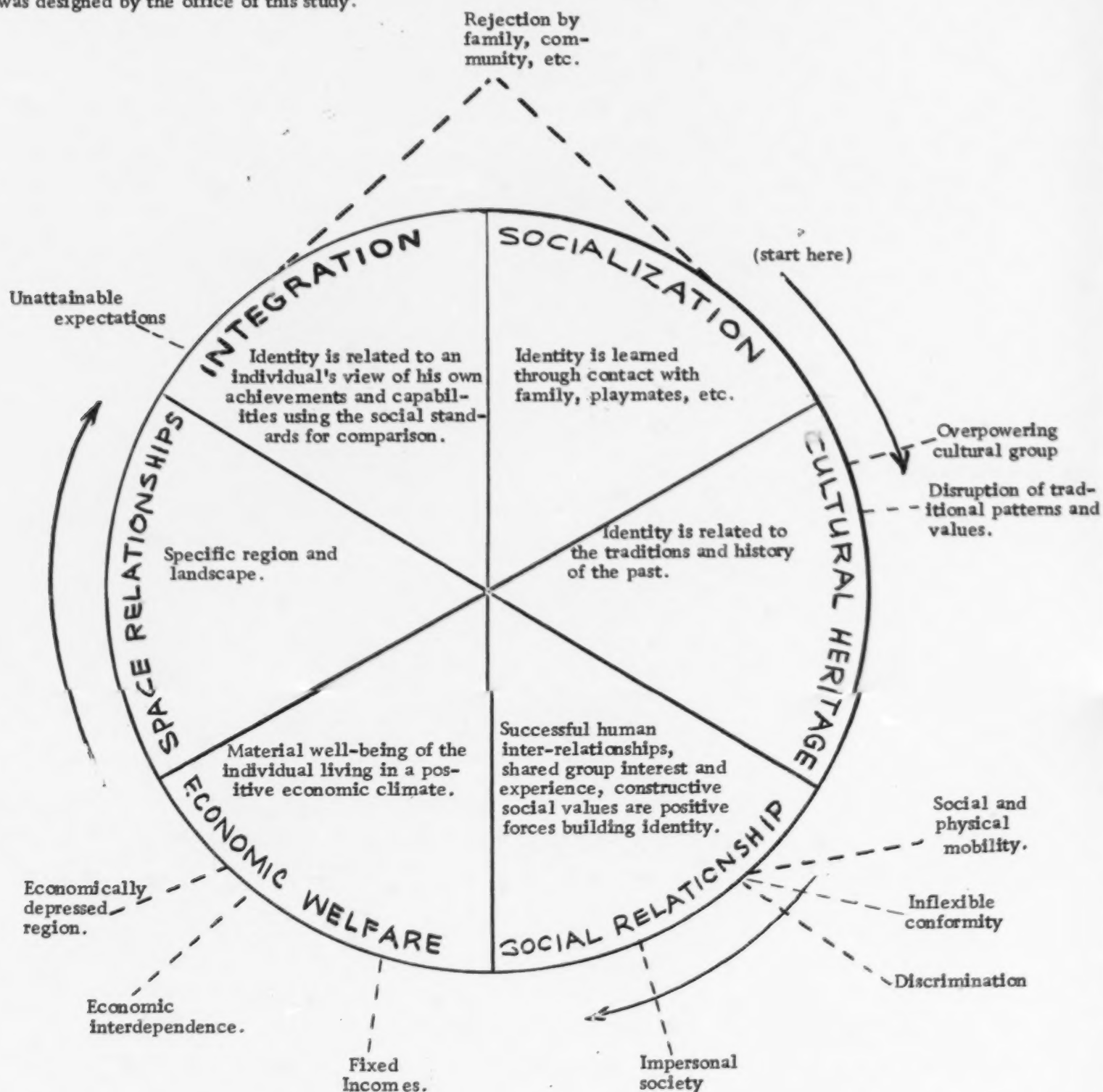


CHART 3

1. Selection of Appropriate Concepts to be Developed

It is not the intent of the authors of this study to be prescriptive; therefore it is essential that the conceptual frameworks outlined in the matrix be broad. In the studies that will be described in Chapter 4, certain areas of the conceptual framework in the cognitive domain have been studied in some depth. Other areas have been disregarded or given little attention. The individual teacher will be left free to select content suitable to her class, community, and individual students. Each student then will not be required to explore or master the major concepts in either the conceptual framework or the value concept framework, although numerous avenues of exploration have been presented.

During the early part of 1971, teachers and students at Brunskill School at the year four to eight levels participated in a study of the identity of senior citizens. The positive factors as outlined in Chart 3, page 33 which enhance the self-esteem of the individual and which tend to build a sense of personal and group identity received the greatest emphasis. In view of the year levels, four to eight, for which this study is intended, it has been considered by the authors that the positive approach is the most suitable.

In the Senior Citizens' Study completed this year, the alienation resulting from the economic status of people living on fixed incomes, loneliness of people living in an impersonal urban society was not dwelt upon. Rather, the endurance of people who experienced early pioneering conditions and a severe depression made considerable impact upon the students involved. The negative aspects brought out continually by the mass media with regard to these people was not given special emphasis. In this very

limited experiment, evaluated by the authors operating under the influence of the Hawthorne effect, the outcomes appeared to be a bridging of the generation gap both by student and senior citizen; that the children respected the endurance of people who survived under severe conditions, and became interested in and proud of Canadian history and Canadian tradition. It is, therefore, considered essential that materials from the conceptual framework be selected with great care. The more mature the student, the greater the emphasis that can be placed on the negative effects on senior citizen of the impersonal urban society.

To the immature student, at the year four and five levels, a negative concept may be too disturbing to present. Therefore, the level at which the material is taught will determine the concepts that are best developed. Here again the onus is on the teacher who knows the capabilities and the maturity level of his class.

B. COGNITIVE SKILLS TO BE DEVELOPED

Bloom's taxonomy delineates a hierarchy of skills to be developed in the cognitive domain of educational objectives.¹ This hierarchy, ranging from knowledge through comprehension, application, analysis, synthesis, to evaluation, may be applied to the study of senior citizens. The use of the taxonomy appears to be an important step in the development of educational objectives. The use of the taxonomy appears to be an important step in the development of educational objectives. The use of the taxonomy appears to be an important step in the development of educational objectives.

Knowledge

In the study of senior citizens, as described in this submission, students gain

¹ Benjamin Bloom, (ed.) Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, Longmans, Green, 1956, pp. 181-185

knowledge through an assessment of their own identity, an analysis of selected elements of the home community, and a study of modern Canadian history; e.g. the implications for senior citizens of the Great Depression and the First and Second World Wars in relation to their identity.

The home community is within the realm of human experience and therefore exploration is a basic step in learning to know the identity of individuals in it. Not all phenomena within a community are suitable elements to be incorporated into an evolving identity picture. A careful selection must be made of those aspects which are appropriate and which require concentrated attention.

Comprehension

Understanding requires comparative differentiation which in turn necessitates assessment or measurement both qualitative and quantitative. In the senior citizens study described herein, the class as a group, and the individual child, compare life as it was in the early 1900's to life in the 1970's. Data obtained through interviews and questionnaires further aid in this comparison.

Application

After the elements responsible for forming identity of persons in the community have been identified, selected and assessed or measured, they must be classified and generalizations may be made.

Analysis

According to Bloom, analysis may involve the analysis of elements, the analysis of relationships, and the analysis of organizational principles. The classifications and generalizations arrived at by the children involved in the Senior Citizens Study must

be analyzed in the classroom to test their validity. The results of analysis may be oral or recorded.

Recording by the students may be descriptive, pictorial, graphic or cartographic. Description must be accurate, clear, and concise.

Synthesis

How are the elements of individual identity and aspects of the community related? One does not acquire a true picture of identity in a community from a study of the separate elements, correct as they may be. Identity is a complexity of many inter-acting elements and an attempt must be made to present them in a related sense.

Evaluation

Evaluation is difficult and delicate, yet an absolute essential. It involves the recognition, understanding, and appreciation of the many relationships which contribute to the identity picture. Without evaluation a true picture of identity cannot be developed and all previous effort is somewhat futile.

C. AFFECTIVE DOMAIN

In researching the work of social science curriculum builders and Canadian social scientists it would appear that among the major value concepts relevant to the Canadian society, that six are particularly applicable to this study; e.g. human dignity, empathy, democratic interdependence, a commitment to a diverse society, endurance and open-mindedness. The sources for choosing these values are Canadian ideals, the British North America Act and acts of the Canadian Parliament, Canadian Bill of Rights, and the social science disciplines.

The development of concepts of value helps the student see himself as an

individual and enhances his sense of identity. This process enables him to say about himself, "This is who I am, this is what I think, and this is why I think it." He may share his concept of value with others or may create his own, but he has accepted responsibility for the value that he holds.

Human Dignity

In this study, the acquisition of the concept of human dignity requires that the child gain an understanding of the effects of urbanization on the individual and the implications to the individual of his occupational choice, his income, his age, the location of his residence, his educational background, his ethnic origin and religious affiliation. He should acquire an understanding of the traditional values of Canadian life and an understanding of individual rights. It is to be hoped that the child would demonstrate this attitude when associating with other Canadians and people living in other countries.

Empathy

Empathy requires that the individual use his own experience in understanding the problems of others. The teacher has the responsibility of broadening the child's experiences vicariously so that the student may understand the other person's feelings from an expanded viewpoint. In this study, the student will possibly gain some empathy for others through the study of the implications of an impersonal urban society and the alienation that results, the problems that result from physical and social mobility, the conjunctive and disjunctive social processes at work in our society, and the mass media on his own life.

Democratic Interdependence

Canadians are not only concerned about the rights of the individual, but they

also place emphasis on responsibility to the society. This requires a knowledge of Canada's historical, political and cultural traditions which emphasizes the individual's relationships to the society in which he lives. Through a better understanding of the interrelationships in the urban community, of the efforts expended in developing the traditions of our culture, and of the significance of public facilities and services, the student will recognize the value of democratic interdependence.

Commitment to a Diverse Society

Canada has a pluralistic society and is committed to supporting the retention of the cultural heritage of her people. Children must be led to realize that this requires cooperative behavior and financial sacrifice by all Canadians. This value concept may be developed through studying the traditional values of ethnic and religious groups, the importance of language retention to a culture, art forms, and the interrelationships and structure of the urban community.

Endurance

"The northern quality of Canadian life is maintained by a factor of deliberate choice and natural selection."¹ Canadians have always been free to choose as individuals, and frequently, as a nation to become Americans. Many individuals who have chosen to be Americans "... do it with reluctance, but the choice is nearly always made on the grounds of greater reward and wider opportunity. That is, they have rejected the harder life and smaller material gains of Canada. The result is that Canadians to an extraordinary degree are Canadians by choice."² As students learn about the Canadian struggle for survival in a demanding environment and the Canadian determination to

¹ W.L. Morton, The Canadian Identity, University of Toronto Press, Toronto, Ontario, 1961, p. 110.

² W.L. Morton, The Canadian Identity, University of Toronto Press, Toronto, Ontario, 1961, p. 110.

survive in spite of its history of strategic, political and economic dependence, they will recognize the Canadian value concept of endurance.

Openmindedness

One of the objectives of this study is to develop the concept of openmindedness through the use of the inquiry approach.

The following chart is a description of the six major value concepts in the affective domain pertinent to this study. Some concerns drawn from the Canadian society are mentioned. Possible application of the concepts to the study and activities that may be used to develop their concepts are outlined.

Major Concepts	Sources	Possible Application of Concepts to this Study	Suggested Instrumental Content for Developing this Concept
Human dignity	- traditions - Bill of Rights	- traditional values of Canadian life - the implications of occupational choice, income, age, location of residence, educational background - effects on individuals of urbanization - individual rights	- interviewing members of society - speakers describing community services - study of the implications of major social upheavals in modern Canadian history - simulation game about senior citizens
Empathy	- traditional	- causes of alienation - implications of the impersonal urban society - problems resulting from social and physical mobility - conjunctive and disjunctive social processes - implications of mass media	- interviews and the student analysis Questionnaire - visits to senior citizens' homes - speakers who have had experience in some of the major upheavals in modern Canadian history - films such as "The Drylanders" - books such as Gabrielle Roy's <u>Tin Flute</u> - simulation game about senior citizens
Democratic interdependence	- Canadian traditions - "peace order and good government" (BNA Act) - Canadian Bill of Rights	- interrelationships and interdependence in the urban community - effort expended in developing the traditions in our culture - value of public facilities and services	- visits to senior citizens' homes - simulation game about senior citizens - study of modern Canadian history
Commitment to a diverse society	- traditional - provincial rights - Bill of Rights	- traditional values of ethnic and religious groups, importance of language in retaining a culture - interrelationships and structure of an urban community - study of art forms of an ethnic group	- interviewing persons of different ethnic origins - visiting museums, clubs, etc., of ethnic groups - performing dances, music and studying art of ethnic groups - reading books about ethnic groups - mapping the Canadian mosaic - mapping birthplaces of senior citizens

Major Concepts	Sources	Possible Application of Concepts to this Study	Suggested Instrumental Content for Developing this Concept
Endurance	- Canadian tradition	- Canadian struggle for survival in a demanding environment - Canada's determination to survive in spite of a history of strategic, political and economic dependence	- visits to museums - interviewing senior citizens - films and speakers that reveal modern Canadian history - study of ethnic groups
Openmindedness	- Canadian tradition	- use of the inquiry approach	- analysis of data obtained through interviews and questionnaires - discussion of experiences - simulation game - study of ethnic and age groups such as senior citizens

1. Development of Valuing

In this day and age of confusing developments it is difficult for the youngster to sort things out for himself. He can see affluence and poverty, peace and war, feast and famine. Evidence of today's youth questioning the many apparent paradoxes rears its head in the form of riots, delinquency, demonstrations, and other incidents.

Maybe, it is not so much the values that are lacking, but the understanding of those values. What are the criteria for something to be a value? It may not be enough to just say that so-and-so is a value; it may be necessary to qualify that statement by having it measure up to certain criteria. Raths, Harmin, and Simon say that "... for a value to result, all of the following seven requirements must apply. Collectively, they describe the process of valuing."¹

- A. Choosing:
 - 1. Choosing freely
 - 2. Choosing from among alternatives
 - 3. Choosing after thoughtful consideration of the consequences of each alternative
- B. Prizing:
 - 4. Prizing and cherishing
 - 5. Affirming
- C. Acting:
 - 6. Acting upon choices
 - 7. Repeating to form a life-pattern

Could it be that if the development of valuing were to replace values learned in our schools today that our students would be more tolerant of the state of affairs in the world today? Would they be able to understand to the fullest that human dignity in our country stems from traditions of many cultures? As teachers, would we be able to have them empathize the lack of family roots of those people constantly on the move? In our democratic interdependent country would these people be able to grasp the value of public facilities and services? And will they want to remain as a diverse society?

¹ Louis E. Rath, Merrill Harmin, Sidney B. Simon, Values and Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio, 1966, p.28

Will they be able to keep an open mind?

The method of inquiry as related to valuing. Bernice Goldmark in Social Studies - a method of inquiry, presents three levels of questioning with regard to inquiry. The first level is the "what," "how," "where," "when," or substantive level. One then questions "why," or asks for criteria or reasons. The next level of questioning asks about the particular rule, law, or principle (what about it?).

The last level of questioning is important because from it new assumptions can be derived leading to new criteria and to new alternatives from which the whole process starts again at the substantive level.

Level III	Inquiry into values and assumptions (doubt and new questions)	Posing new assumptions
Level II	Inquiry into criteria	Building new criteria
Level I	Inquiry into substantive alternatives	Constructing a new alternative

This inquiry method then is closely related to the development of valuing. It "... is a reflexive, patterned search, which takes questions from the substantive level, to the criteria level, to the value and assumption level, where new assumptions can be posed and new alternatives constructed."¹ When combined with the process of valuing, the hybrid has a built-in reinforcement at each level.

Choosing freely compliments inquiry at the substantive level, prizing and inquiry into criteria blend well, as do acting upon your choices with inquiry into values.

Prizing and inquiry into criteria pair up well because if one is going to prize and cherish a value it is well to be constantly reminded of the criteria for that position.

¹ Bernice Goldmark, Social Studies - a method of inquiry, Wadsworth Publishing Company, Belmont, California, 1968, p.7.

Similarly, when acting upon your choices it is well to be aware of the values and assumptions connected with those choices.

Value Indicators. One may think that he or she possesses or holds a certain kind of value. If this is so, then it will answer to the seven criteria referred to previously, e.g. choosing, prizing, and acting.

On the other hand, a person's value may be only half developed; it may have only reached the choosing stage. It could be that this person has had a freedom of choice, has alternatives from which to select, and may have thought about the consequences. It may even be that this person prizes and cherishes what he believes to be a value. The crucial point is that of carrying out of his choice. If the last stage is neglected then it is not a full-bloomed value.

Instead, what a person, then, really possesses is a value indicator. There is a sign of value pointing in the direction desired by the would-be possessor but all of the criteria for a value have not yet been fulfilled.

Examples of "under-developed" values may be some of the following. "I am for the new...," or "I feel it would be better..." These represent value indicators in the form of attitude. The person has made his selection and may cherish it as though it were a value, but if he doesn't act on it, then it remains only as a value indicator.

Someone may say "Someday I am going to ...," or "Boy, when I get older..." again these are two immature values that remain in the form of an aspiration not having been carried out.

A future operation or plan can fall into the category of a value indicator. "Tomorrow, I am going ...," or "Let us try for..." These represent purposes that could easily be developed into values were they carried to the action level.

Others may say that they have certain interests that they hold up as values. They may be interested in this or that. "My hobby is ... ," or "I go along with" But if they do not go beyond this level, then again it has not been developed as a true value.

A person's activities sometimes are taken to be an indication of values. For instance, youngsters may go to school every day and it may be interpreted that they value school highly. Outwardly this could be the case, but if the youngsters do not prize and cherish that particular activity, then it is not a value.

Values then are something that need to be worked at on a regular basis, otherwise they fall into the realm of value indicators.

D. PSYCHOMOTOR SKILLS

Students must develop and use psychomotor skills in the social studies to gain insights into society and develop habits of intellectual behavior. In this study the following skills will be developed:

- (1) collecting and filing data
- (2) using A/V aids in the production of tapes, photographs, etc.
- (3) mapping
- (4) charting
- (5) analyzing data and graphing results

1. Principles in skill development. A skill should be taught functionally so that the learner understands the meaning and purpose of the skill. For example, a member of a grade four class mapping the mosaic of his city is introduced to map-making in such a way that he recognizes the utilitarian value of this skill. Careful supervision on the introduction of the skill and repeated opportunities to practice it aid the learner to form

correct habits. The same grade four student, when mapping the country of birth of senior citizens, has the opportunity to practise the skill introduced earlier in the project. The learner should be given individual help at increasing levels of difficulty so that he may generalize the skill using it in varied situations. Mapping the location of senior citizens' homes in the city will give the students further practice in map-making and the teacher the opportunity to evaluate the student's use of a map when he is given information to record on a map. Of the above skills useful to this study, some may require introduction, others will be developed, some may require reteaching, maintenance, extension, or reinforcement.

E. BEHAVIORAL OBJECTIVES AND EVALUATION TECHNIQUES

"The technical manual should state in detail the objectives."¹ "Objectives should be stated operationally, that is, in the behavioral responses of students."² In this study conceptual frameworks for the cognitive and affective domains have been outlined. Also a discussion of the cognitive and psychomotor skills to be developed has been included. These objectives, however, have not been stated operationally. The following chart indicates the concepts and skills to be developed, the objectives stated in terms of operational behavior, and an evaluation technique that can be used to see whether the objective has been achieved.

The team intends to research evaluation in these areas. In the cognitive domain an analysis of student produced materials such as, interview questionnaires, identity charts, maps, models, sketches, and charts and graphs will be used for evaluation. In the cognitive skills an analysis of discussion described in Appendix D may be employed.

¹ Louis L. Tyler, M. Francis Klein, and William B. Michael, Recommendations for Curriculum and Instructional Materials, (Los Angeles: Tyl Press, 1971) p.29

² Ibid., p.30

The following materials have been suggested as possible evaluative devices in the affective domain: Semantic Differential Format (Osgood, Tannenbaum, Suci, 1957), Social Distance Scores (Bogardus, 1925), Prejudice and Ethnocentrism Scores (Adams, et al, 1950), Self Concept (Medinnas, 1965; Fischer and Spence, 1971), Mooney Problem Check List, Minority Groups (Rubin, 1967).

The following chart does not include all the activities that will be undertaken by the team, but is rather an indication of the type of operational behavior and evaluation techniques that will be used. As the study progresses additions will be made in these two areas.

BEHAVIORAL OBJECTIVES CHART

Areas for Development	Concepts and Skills to be Developed	Operational Behavior	Suggested Evaluative Technique
Cognitive Domain	Identity is an individual's self-concept	The opener of the study should develop this concept. The essay "Who am I?", the Student Analysis Questionnaire and its analysis to formulate a class picture, the cognitive map illustrating the aspects of personality, and interviews discovering the identity of classmates develop this concept.	A second essay "Who am I?" presented at the conclusion of the opener and compared to essay number one will indicate the child's understanding of the concept.
	Identity is learned	Interviews with fellow students, teachers, parents, senior citizens, members of ethnic groups develop this concept.	An indication of the development of this concept can be arrived at from the analysis of student-prepared interview questions, interviews, preparation of identity charts, and class discussion. (A technique for analyzing class discussion is described in Appendix D)
	The group is involved in establishing identity.	This concept is developed through interviews as above, the Student Analysis Questionnaire, and the simulation game, "The Wilson Retirement Plan."	The development of this concept may be observed in the evaluation of identity charts, discussion, student-prepared interviews, questionnaires. Teacher observation in the form of anecdotal records should follow such activities as the simulation game.
	Identity is related to the material well-being of the individual.	Interviews with senior citizens, a study of the depression using the Jackdaw Kit "The Great Depression," and watching the film "The Drylanders," models following the visit to the museum, and study of senior citizens' homes develop this concept.	Analysis of data in charts and graphs of senior citizen interviews, class discussions and a newspaper column following the study of the Depression would indicate whether the children understood this concept.

Areas for Development	Concepts and Skills to be Developed	Operational Behavior	Suggested Evaluative Technique
Cognitive Skills	The individual identifies himself in terms of space.	Mapping of place of birth and location of senior citizens' homes, interviews with parents, teachers, senior citizens and members of ethnic groups, and visits to museums, develop this concept.	Maps, analysis of interviews, class discussions, models and sketches from the museum could be used for evaluation.
	Identity involves a relationship with an interpretation of the past.	Interviews with senior citizens and members of ethnic groups, student prepared questionnaire to make comparison between the generations, visit to the museum, time sequence charts, study of the Depression, and of the two World Wars will develop this concept.	Anecdotal records, analysis of data, group discussion, maps showing birth-place, interviews, time line, models and sketches following their trip to the museum will indicate whether or not the student has developed this concept.
	Identity is related to the individual's self-interpretation of his capabilities and achievements.	The essay "Who am I?", Student Analysis Questionnaire, analysis of the description of the fictitious student, and the simulation game, "The Wilson Retirement Plan," will develop this concept.	A check list to verify that the child understands these concepts from the second essay, discussion, pupil-prepared questionnaire may be used for evaluation.
Psychomotor Skills	Knowledge, Comprehension Application Analysis Synthesis Evaluation	Refer to Appendix B: Teaching-learning experiences, their characteristics and functions	Anecdotal records, check-lists, analysis of data, essay, discussion, maps, interview questionnaire, time line, cognitive map, models and sketches from museum visit, and tapes to accompany slides will indicate growth of these skills.
	Maps, charts, graphs, collecting and filing data, using A/V materials (tape recorder and camera)	Refer to Appendix B: Teaching-learning experiences, their characteristics and functions.	An evaluation through the use of anecdotal records, charts, graphs, maps made in class, photographs, and tapes produced will reveal the level of development.
Affective Domain	Openmindedness	All activities requiring the inquiry approach will develop this concept.	The Adorno Scale, the Osgood Semantic Differential Scale, and the Rokeach Dogmatism and Open-mindedness Scale, on ethnocentrism will be

Areas for Development	Concepts and Skills to be Developed	Operational Behavior	Suggested Evaluative Technique
	Empathy and respect for human dignity	Preparing and conducting interviews	explored as a possibility for observing this development.
	Commitment to a diverse society	Interviews, analysis of interviews stating country of birth, the total ethnic study, maps showing the Canadian mosaic.	Following its completion, research from an American university will be made available to this study.
	Democratic interdependence	Senior Citizens Study and Ethnic Group Study	Project prepared rating scale will be developed.
	Endurance	Canadian experiences as pioneers, during the Depression and the World Wars	Anecdotal records of student behavior in group work are to be kept.
			Observation of student's persistence in completion of the study is to be carried out.

CHAPTER IV

STRUCTURE OF INSTRUCTIONAL MATERIALS DEVELOPED

In order to correlate theory with practice, a study of identity as revealed through senior citizens has been undertaken by four members of Brunskill School Staff teaching in seven classrooms from the year four to eight levels. It is our intention to describe this study at this time.

A. SEQUENTIAL ORGANIZATION OF LEARNING EXPERIENCES

The sequential organization of learning experiences throughout a unit of work and in each lesson is of prime importance. Optimum learning demands the sequencing of activities and lessons in such a way that each student is able to organize materials, analyze a situation, synthesize, and formulate hypothesis. Thinking is learned. An atmosphere must be provided in each classroom so that such a process will occur.

In developing a sequence of learning experiences each lesson should serve a justifiable and identifiable function. The total sequence must provide a means to realize all the objectives outlined in the matrix of the curriculum. A productive learning experience must contribute to more than one objective and provide multiple learnings. For example, when children are interviewing one another as they did in the senior citizens study, they are learning each other's identity as well as the skills of interviewing.

Learning experiences must be organized in a sequential order to maintain continuity in learning from concrete to abstract and from simple thought to complex reasoning. Let us take as an example the first three lessons taught in the opener to our sequence on the study of senior citizens.

The child developing a concept of identity first writes an essay "Who am I?" after an introduction which poses the questions: "Would we recognize Tom if we met him on the street ten years from now? How? Would you recognize your grandfather if he were ten years old? How? What elements in your personal makeup remain the same?" He then answers a project-prepared questionnaire and analyses it with the group to get a class picture. The third lesson is an analysis of an essay and questionnaire which creates a fictitious student. If these discussions are taped the class may draw up a cognitive map which helps them to classify the information that they have gathered. (See chart 4).

First the children identify specific characteristics of individuals such as age, eye color, enjoys discussion, enjoys reading, etc., referring to concrete situations. From there they classify the characteristics into groups such as physical, social, character, intellectual, spiritual, and aesthetic development of the individual. The class then moves from the specific concrete to the abstract.

Learning should be incremental, that is each lesson should involve the acquisition of new content, should increase the child's thinking capacity, and should provide experience in tasks students are required to perform.

Learning experiences should apply what is learned in one context to a new context. This requires the rotation suggested by Piaget from intake and assimilation to reinterpretation and accommodation.¹ This has been illustrated in Appendix B. Because children learn in multiple ways tasks must be varied. In the previous example discussion, interviewing, charting results, building cognitive maps, provide a variation of experiences

¹ H. Taba, The Teacher's Handbook for Elementary Social Studies, Addison Wesley Publishing Co. Inc., Philippines, 1967.

Classification of Information Obtained on First Three Discussions of the Opener

Cognitive Map

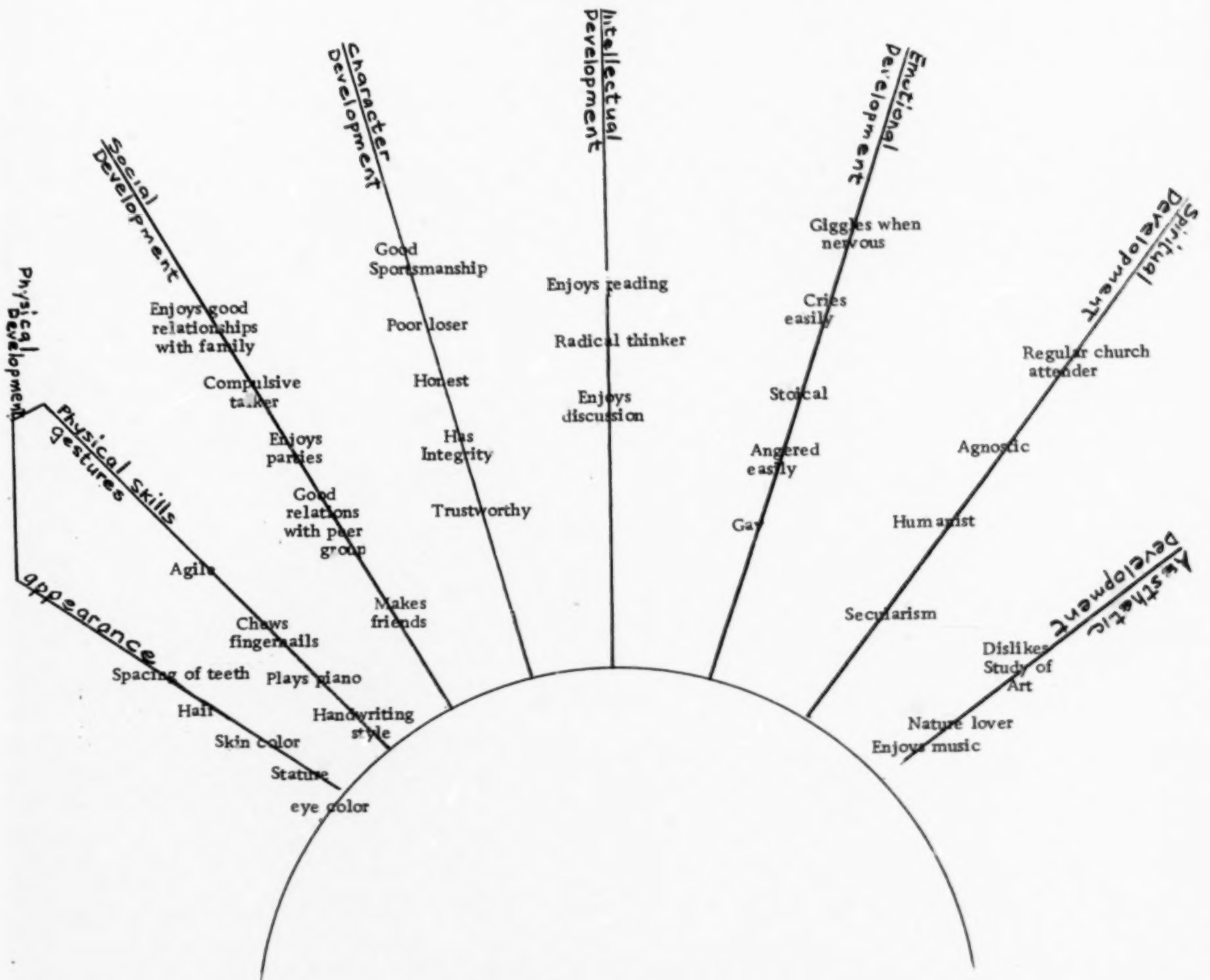


CHART 4

so that the child may grasp the concept of identity.

Learning experiences must be open-ended to meet the needs of the individual student and must differ in depth to meet the various planes of thought at which students are capable of working.

Taba, in Teachers' Handbook for Elementary Social Studies, builds lessons around three main parts, the opener, the development, and the conclusion.¹

She sees the opener as an opportunity for the teacher to provide diagnostic evidence, to arouse interest, and to relate student experience to the total topic. The opener should offer an opportunity for the child to classify information in such a way that he is able to make the transition from one main idea to the next.

The greatest portion of material is presented in the development. The development should involve several inductive sequences moving from the concrete to the abstract. The identity of the senior citizen as described in our senior citizen study is discovered through studies of the Canadian experience of the depression, two world wars, life on the farm, life in the home, and early transportation. Experiences are designed to alternate between those developing feelings such as watching the film, "The Drylanders" and intellectual experiences such as studying the Jackdaw, a collection of copies of original documents of the "Depression."

The conclusion should consolidate learning and should not be a review of work already taken. The student applies, assesses, and evaluates what he has learned. In the senior citizens study, when the class prepared a tape to accompany the slides taken throughout the project, they saw it as a whole and restated the significance of the experiences that they shared.

¹ H. Taba, The Teacher's Handbook for Elementary Social Studies, Addison Wesley Publishing Co. Inc., Philippines, 1967.

B. DESCRIPTION OF ACTIVITIES IN SENIOR CITIZENS' STUDY

All the activities described below need not be carried out in classrooms undertaking the senior citizens study. Teachers may select activities according to their class needs and class interests.

Nature of the Activity	Description of the Activity
A. Opener	(a) Introduction:
1. Write an essay entitled "This is _____"	This activity is introduced to the class by a discussion which is prompted by questions such as: "Would we recognize Tom if we met him on the street ten years from now?" "How?" "Would you recognize your grandfather (grandmother) if he (she) were ten years old?" "How?" "What elements in a person's make-up remain the same?"
	(b) Write the essay.
	(c) These essays should be collected and filed for future use.
2. Children answer project-prepared questionnaire. (Student Analysis Questionnaire)	(a) Questionnaires will be prepared for different year levels. (b) At the year four and five level and perhaps in a low year six, the teacher may wish to read the questionnaire as the children complete it. Explanations may be given for items not clearly understood by the children. At these year levels the children complete the first four pages of the questionnaire. They do not do pages 5, 6, and 7.

Nature of the Activity	Description of the Activity
	(c) In an advanced year 6, year 7 and 8 the children complete the entire questionnaire without teacher direction. Teachers may answer any questions the students ask.
3. The analysis of the questionnaire to formulate the class picture.	(a) Before analysis the cover sheet should be removed from the questionnaire. Then both the questionnaire and the cover sheet are given a number followed by either B or G to indicate whether the questionnaire was answered by a boy or girl. Children are not given their own questionnaire to protect their anonymity. (b) Analysis will be made by group discussion. Selected questions only are to be analysed. (c) <u>Example:</u> In a year four class during 1970-71 page four was analysed. The results of the analysis indicated that boys considered "doing well in sports" most important among the items listed. The girls on the other hand considered "doing well in school" as most important. The class discussed this and concluded that this was a significant difference in identity between the sexes of nine year old children. The teacher should make quite clear to her class that such a small sampling does not give valid results.
4. The cognitive map.	(a) The cognitive map summarizes the first three lessons. A sample of the map may be found in chart 4.
5. Analyzing the questionnaire and essay of the fictitious student.	(a) A sample essay and questionnaire for a fictitious student are included for this study in Appendix F. (b) Through group discussion the children will build a mental picture of the student described. Reference may be made to the cognitive map produced in the previous lesson.

Nature of the Activity	Description of the Activity
6. Preparing interviews to discover the identity of a child and an adult.	(a) In years four and five each child will make up written questions which will be processed by a committee selected by the class. (b) In years seven and eight, the class, acting as a committee, may construct a questionnaire for one of their peers.
7. Children interview each other.	(a) Year four and five use the questionnaire finalized by the committee. Interviews may be taped. Following the first few interviews the questionnaire should be criticized and revised. (b) In years seven and eight children will interview each other in pairs, listen to the tapes, criticize the questioning and set up further criteria for good interviewing techniques.
8. Senior students construct questionnaires for adults.	(a) In years seven and eight the senior students will construct a questionnaire for interviewing an adult. (b) Questionnaires will be submitted to the classroom teacher for appraisal. (c) Questions that appear weak or unsuitable may be pointed out to the individual student who revises his work.
9. Students interview teachers.	(a) In years four and five the questionnaire for adults described in item 6 above is to be used to interview teachers. As the children listen to the interviews on tape they criticize and revise their work. (b) Year seven and eight students interview teachers and discuss with the respondent his identity.

Nature of the Activity	Description of the Activity
10. Students interview parents	(a) In 1970-71 year seven and eight students indicated that they preferred not to interview their parents. (b) Year four and five students will interview their parents using the revised interviews prepared in item 9 above. (c) Parents must be aware that these interviews will be heard by the total class. Parents began to take a lively interest in the project when this technique was used in 1970-71. (d) One of the associated benefits of these interviews was that the teacher became far more aware of the home situation.
11. Interviewing characters from books or students representing prominent people.	(a) In year five the social studies teacher may also be the language teacher. Children will interview characters from books and stories that they had read. For example, students may interview Green Breeks from the story of that name in the reader <u>Wide Open Windows</u>. The children, through these interviews, may discover the identity of persons who have lived in an entirely different culture at a different period in history. (b) In year eight, this past year, during the War Measures crisis, children interviewed another student representing Prime Minister Trudeau. This brought out quite clearly the Prime Minister's identity which was derived from two cultures.
12. Teacher evaluation. Children write their second essay, "This is _____"	(a) The teacher must ask herself, "Have the children a better knowledge of their own identity? Are they prepared to study the identity of other people?"

Nature of the Activity	Description of the Activity
	(b) The teacher requests the child to describe in writing his personal identity thinking carefully about the experiences that he has shared since he wrote the first essay. No suggestions of any area that has been studied in class should be made by the teacher at this time so that essays will be as objective as possible. (c) An evaluation was made of the essays written for this study in 1971. A copy of this evaluation may be found in Appendix C.

B. Development

1. Preparing for a preliminary visit to a senior citizens' home.

- (a) In the study this year the recreational directors at the senior citizens' homes requested that the classes perform (sing) for the group. It was decided that the children would first sing as a choir, then move down into the audience and interview.
- (b) The music teacher in these classrooms prepared songs with the children.
- (c) The children prepared an interview part of which they hoped to analyze in class. As the questions were presented in the form of a conversation and the answers to some of the questions had to be remembered for analysis, considerable time was spent preparing the interviews. The number of questions was limited as the children had to remember them.
- (d) As elderly people often have hearing problems, suffer from senility, etc. the children had to be adequately prepared for the situation that they would find

Nature of the Activity	Description of the Activity
	themselves in. This was accomplished by role playing. Children at the year four and five level had to be prompted on their method of introducing themselves to a senior citizen and in concluding their interview.
2. The preliminary visit to a senior citizens' home.	(a) The children sang as a choir for the senior citizens, then interviewed them. (b) If an analysis of the interviews is to be made it is advisable to have the children interview only one person. When they are finished they may converse with other senior citizens. (c) Evaluation: Experienced teachers carrying out this project found this one of the most inspirational trips that they have undertaken with a class. This evaluation is subjective, nevertheless well worth noting.
3. Analysis of data obtained from senior citizens.	(a) Although a number of questions were asked for analysis, only one will be described here. The children asked, "Where were you born?" (b) It is interesting to note that a grade five class visiting a Lutheran Home discovered that most of the people of foreign birth came from Norway, Sweden, Germany and the mid-western States. (c) The country of birth was charted and then placed on a map of the world. (d) Discussion concerning the country of birth opened up the whole history of the Protestant Reformation and Lutheranism.

Nature of the Activity	Description of the Activity
4. Private interviews with senior citizens.	(a) The same questionnaire may be used with senior citizens as was prepared for adults in item 8 above. (b) The students will make appointments for interviews with these senior citizens. These interviews may be conducted during school hours. These citizens may be interviewed by groups made up of two or three students; in some cases only one student may constitute a group. (c) Interviews are recorded on tape and then brought to the school for analysis.
5. Analysis of interviews with individual senior citizens.	(a) The students in the various groups will play back their interviews to their own group. While it is replayed they make notes from which an identity chart can be constructed. This may involve playing the tape many times in order to interpret the information as accurately as possible. (b) From the information recorded on paper, the student will classify it according to the various headings he has developed under identity. (c) Variety of presentation should be encouraged. The students will likely respond well to the opportunity to make a free interpretation. (d) Through class discussion, the ideas presented in the charts may be synthesized into a number of generalizations about the identity of people born in the late nineteenth and early part of the twentieth century.

Nature of the Activity	Description of the Activity
6. Speakers from groups that supply community services for senior citizens make presentations to the class.	(a) Speakers may be invited to classrooms to discuss services provided by the community to senior citizens. For example, one of the directors of Meals on Wheels discussed with the children the role of the organization. (b) A cognitive map should be prepared dividing the services into medical, housing, financial, etc. provided for senior citizens. (c) This aspect of our culture must be related to the identity of the senior citizens.
7. Simulation game, "The Wilson Retirement Plan"	(a) In year four and five, before the game is introduced to the class, two periods should be used to introduce the game. The questions will be posed, "Why did your family move into this area?" and "What problems did you encounter in making the move?" Then, "Why do senior citizens move and what problems do they encounter?" (b) In year eight the game may be described to the class in broad terms, then copies of the game are distributed to members of the class. The class read the game plan and then moved into the implementation of the game. For detailed analysis see Appendix I.
8. A map showing the location of Senior Citizens' Homes and private homes.	(a) Large copies of city maps can be obtained. On these the class members position markers representing the location of the various Senior Citizens' homes. (b) The implications of the location of these homes are discussed with the class and the relationship between the location and the identity of the residents will be derived from this discussion.

Nature of the Activity	Description of the Activity
9. A study of Senior Citizens' Homes and of homes of private citizens.	(a) One of the ways to help ascertain a person's identity is to describe his home. Some of the components of this study are: (i) <u>Demands</u> water, sewage, electricity, telephone, transportation, goods and other services, medical requirements. (ii) <u>Contributions</u> job opportunities extended to the community, payment of utility bills, monthly food bills, social aspects, church, clubs, movies, etc. use of transit and taxi services, pensions and investments.
10. Class prepared questionnaire on grandparents and parents to make comparison between the generations.	(a) The class decides on areas that they wish to examine with regard to the change of trends within the family. (b) These questionnaires are sent home with a covering letter stating that this is not a mandatory exercise; if parents deem this to be an invasion of their privacy they are requested not to answer.
11. Analysis of questionnaires, making a comparison of the generations.	(a) An interesting area of investigation is the change in family size (number of children). (b) It was discovered in the 1970-71 study that in the grandparents' generation average family size was 6.2, in the parents' generation 4.6, and in the children's generation 2.8. Children are to be frequently reminded that the narrowness of the sampling shows a trend but does not indicate change in family size over a significant population. (c) In this past year's study a discussion to make generalizations which followed brought out the children's concern about over-population and short food supply illustrated a new facet of identity in this generation.

Nature of the Activity	Description of the Activity
12. Preparation for visit to museum (making bread, soap, cottage cheese, ice cream and discussion "What will we see?")	(a) In year seven and eight the children should be acquainted with the assignment that will follow this visit. Other preliminary work may be deemed unnecessary. (b) In year four and five the children prepare foods as their grandmother would have done. This gives them some indication of the artifacts to be seen in the museum. (c) Year four and five students usually have little idea of time and special care had to be taken that they confine their studies to the 1890's to 1920's if they are to understand the childhood and youth of our senior citizens.
13. Visit to the Museum	(a) All classes should be introduced to the museum by the curator. (b) Year eight will make sketches and notes. Special attention should be given to the machines, hand tools, furniture and clothing used in the early years of the senior citizens' lives. (c) In year four, five and six the children will make sketches of furniture, farm implements, and vehicles for transportation.
14. Follow-up to the museum visit.	(a) The year four and five students will make models showing the interior of a house, the farm yard, the road and railroad using construction paper. (b) The models will then be related to identity. The problem attacked will be "How did the identity of children raised in this environment differ from the present generation?"

Nature of the Activity	Description of the Activity
	(c) In year eight the students will follow up by either drawing a sketch of one or more of the items viewed, writing a short essay on such an item, or actually constructing a model of the item.
15. Study of the "Great Depression."	(a) The children will view the film "The Drylanders." (b) The children will produce a newspaper column using as a background the Jackdaw "The Great Depression." This Jackdaw includes speeches by R.B. Bennett, William Aberhart, and J.S. Woodsworth. A report on their speeches for a newspaper column or an editorial should be particularly effective. (c) A class discussion is used to relate the experiences of the people of this decade to identity.
16. Speakers, civilian and military personnel from World Wars One and Two.	(a) Individuals who lived in Canada and who went overseas during the First and Second World Wars may be invited to the school to speak to the class. (b) Speeches will be taped, charts devised to illustrate the identity of the person before the war, during the war, and following the war.
C. <u>Conclusion</u>	
1. Time sequence chart	(a) The children and the teachers will develop a time sequence chart dating from the first settlement of the city. (b) This will provide a summary of the last five activities and indicate trends in social change.

Nature of the Activity	Description of the Activity
2. Preparation of tapes to accompany slides of the experiences in this study.	(a) Throughout the study children will take pictures of their involvement in activities undertaken. (b) Tapes will be prepared by the children describing each activity and its implications in terms of identity.
3. Display of the materials developed for other classes and for parents.	(a) Materials developed can be displayed to parents and to the other children of the school. Artifacts may be brought for display by the children from their homes. Recorded interviews may be played and some children should demonstrate the technique of interviewing. Also dances can be demonstrated and records played recalling popular music of Canada's immediate past. Books used during the project are put on display.

C. INTERVIEWING

The techniques of good interviewing were researched for this study. A description of desirable methods of interviewing is presented below.

Interviewing Techniques

The authors of this curriculum development program have included an interview form that is useful for years four to eight. However, this is not intended as a standard form to be used by teachers, but rather suggests areas that a teacher might explore in an identity study. As the children are to do the inquiry it is they who should make up the interview form, test it for its validity, and amend it to meet the needs of their particular study. A description of the way this may be done with a class is found in Appendix G.

Some of the techniques of interviewing are described below.¹

The Unstructured interview gets a totally free or a limited free response. The interviewer is not required to follow a list of questions and may move off into tangents which may promise to give information useful to the research. Points to be remembered:

1. The interviewer must be trained. First the children must have clearly in mind what is meant by the concept "identity." If the sequence of the study is followed, this concept is developed in the opener. The children will have ample opportunity to practise the techniques of interviewing, first in the classroom when they interview each other and the teachers, and then outside the classroom in their homes when they interview their parents. Care must be taken that before the children interview in the community they are adequately prepared in the classroom. It is essential that they have knowledge of their task and that they develop poise in order to properly interview people of the community.

¹ The techniques of interviewing described herein have been selected from the following three sources: David J. Fox, The Research Process in Education, Holt, Rinehart and Winston, Toronto, 1969. Julius L. Simon, Basic Research Methods In Social Science, The Art of Empirical Investigation, Random House, New York, 1968. William Wiersma, Research Methods in Education: an introduction, J.B. Lippincott Company, New York 1969.

2. The degree of success of an interview depends upon the rapport built up with the respondent. The child must be prepared to introduce his study in clear, concise language, and with an understanding of the interviewer's feelings.
3. The size of the sampling frame should fit the purposes of the research. It must be made clear that in this study the class is limited by its number of members. Trends may be indicated in the analysis of data but it must be made clear to the class that the sampling frame is too small for valuable research findings.

Writing Stimulus Questions:

1. Make the questions as clear as possible. The more adept child will be able to supplement the basic questionnaire if the meaning is not clear to the interviewee. This may be practised in the classroom situation. Students incapable of this skill may go out to interview persons selected by the teacher. Children should be given the option of not conducting an interview if they feel inadequate.
2. Questions should reflect the objectives of the research and when questions are formulated data analysis must constantly be kept in mind. Two different approaches were taken to data analysis. In a study done at the year four level children went out to get specific facts, "Where were you born?" "How many years of formal schooling did you have?", with the intention of making charts and graphs of data analysis. A year eight class utilized a freer approach. The children used the interview to make "Identity Charts" which they were encouraged to approach creatively.
3. Questions should not be personally offensive to the respondent. Many elderly people resent children asking them about their age, religion, political affiliations,

income; and children must be made to realize that many questions are an invasion of privacy.

4. The interviewer should not suggest that one response is more desirable than another. Children must be encouraged to be as objective as possible in accepting answers and must understand that questions eliciting an open-ended response will result in a wide spectrum of answers (desirable in this study as many facets of identity will be uncovered in this manner).
5. The respondent should be able to answer the questions asked.

Steps in Questioning:

1. Children should first identify the area of content for questioning.
2. Identify the full range of questions that might be asked. This may be accomplished by having a group of students or the whole class write out the questions that they would consider useful.
3. Place each question on a separate 3" x 5" card.
4. A selection committee of a small group or the whole class will then classify the potential questions into those considered critical for the research.
5. Develop an instrument for questioning, arranging questions in the preferred sequence.

Recording the Data

1. The unstructured interview creates a problem if answers must be written. In all interviews responses should be taped. Tape recorders free the interviewer to concentrate on the question, to pay attention to body position, facial expression, and gestures. It probably also helps the interviewer to create better rapport.

2. Implement the data analysis plan.

Advantages and Disadvantages of the Interview Techniques:

The interview has a number of advantages. Many people enjoy being interviewed. Information can be checked by the interviewer, e.g. a person may claim a large income but his style of living may disclaim this. The interviewer may probe for a fuller answer. In the unstructured interview the choice of answer more closely reflects the shades of opinions held by the respondent.

On the other hand the interview has disadvantages. The respondent may wish to impress the interviewer and give exaggerated answers. Also there is a danger of observer-cause-effect that the respondent may be unwilling to answer truthfully questions involving age if a senior citizen is interviewed by a student. One of the problems of the unstructured interview is that the data may be too diverse for analysis. The interviewer may be tempted to inject bias into the totally unstructured interview.

D. VISITING A MUSEUM

A museum is another kind of reference book, stating facts, showing relationships and stimulating thoughts.

General Information. Museums are places to seek evidence. The child should be encouraged to view the curator and his staff as detectives who use certain clues to arrive at solutions. Children should be encouraged to observe, to be skeptical, and to draw logical conclusions. The teacher should attempt to bring static objects into meaningful relationships for the child. The object of the visit is to raise questions, not give all the answers. A good visit to a museum should arouse curiosity. Museums should raise the child's visual standards.¹

Preparing for the Visit. The trip to the museum should be planned by the teacher and the children. Arrangements should be made with the museum officials with regard to the date, the theme of the visit, as well as the children's ages, ability, and interest. A poorly organized, unplanned trip contributes little to a child's knowledge. Children should be aware of the purpose of the visit, and some introduction of the culture of the period should be made. For example, in year four and five, in preparation for their visit to the museum, the children made soap, bread, butter, ice cream, cottage cheese, discussed quilting, mending socks, household activities that were characteristic of the period, 1900 - 1920. Care was taken to ensure that the children recognized that the artifacts in the museum pre-dated and post-dated the period in which they were studying.

The Class Visit To The Museum. The number of children to be taken to the museum will depend upon what the children will see; no more than thirty students should be taken.

¹ The procedures that may be followed when visiting a museum have been selected from: Molly Harrison, Changing Museums, Their Uses and Misuse, Longman's, Green, and Co. Ltd., London, 1967.

Selected groups may be taken out of the classroom to gain specific information. Nearby museums may be used for many short visits. Any museum deserves more than one visit, the first visit serving as an introduction, subsequent visits serving as work periods. The length of the visit depends upon the age and the ability of the children as well as the quality of the display, but the class should leave while the children are interested. It is well to remember that museums are tiring places because it takes effort and attention to look at a number of things in succession. If the appetite of the child is whetted he will go again, perhaps on a family visit. Children must be accompanied by a tutor who encourages them to use common sense and courtesy. The hospitality of museum staffs depends upon the impression museum officials get from visiting classes. Limit note-taking; do something more interesting and useful for the follow-up in the classroom. The students may record on a tape verbal descriptions of artifacts viewed in the museum. These accounts may be used in several ways upon return to the classroom. For example, two or more descriptions may be compared, a constructive criticism through class discussion may be made of a description about an item, or a sketch may be made employing several recordings that describe a single artifact. Sketches to be used later may be done at the museum.

In the year four and five classes, and in the year eight classes, sketches were made of artifacts. Furniture, household appliances, hand tools, vehicles, and farm machinery were sketched.

Follow-up Activities. The follow-up should be relevant. Children should be involved in an activity - collecting realia from their own homes, listening to music, photography, puppetry, socio-drama, tape recordings, making models, sketching, making dioramas, making charts, booklets, or dressing dolls in period costume.

In year eight the children will transfer their sketches to large sheets of paper and display them in the classroom. Some individual students may make models of artifacts, make dioramas, or write essays. The year four students will construct a house of the 1900's, make dioramas of a road and railroad with vehicles, and a farm-yard. Year five students may make a wall display of cardboard constructed furniture, farm equipment, and vehicles.

CHAPTER V

TEAM DEVELOPMENT

The school in which this study has been carried out has a student population of 285. Of these, 100 children are academically talented and come from all parts of the city. Thirty are bussed in from Moose Woods Indian Reserve and the surrounding farming area. Ten children with impaired hearing take social studies in regular classrooms. One hundred and twenty-five children are drawn largely from the university area, many being offspring of professors, university personnel, and university students. A small number of the children are from homes in which parents are unemployed and on social welfare.

The study was introduced in eight classrooms, four of which were composed of academically talented children. The study was terminated before completion in one year six classroom as a result of discipline problems. It was found that this class did much better on a more traditional teacher-directed course. In one year eight class where discipline problems were encountered only those students that were reliable could be entrusted to make interviews with people outside the school.

The children were welcomed wherever they went. Parents in particular were extremely interested in the study. The senior citizens enjoyed the attention of the children and were anxious to discuss their experiences. The curators at the museums visited were extremely interested and anxious to contribute. In order to create this atmosphere of good-will teachers were very careful to prepare their children well in advance for community contacts and did not permit irresponsible children to destroy the school image.

Arrangements for released time created some difficulty at the outset. Team

members were not released at the same time, consequently conferences for writing submissions could not be held during school hours. As a result one member of the team was not totally aware of what was being developed. This was remedied early in the New Year.

The original submission to Project Canada West was initiated by the principal of the school. Shortly after its acceptance he made arrangements to take leave of absence to attend the University of Texas at Houston. The two team members left took joint responsibility for the project. These two teachers, although social studies majors, were totally uninformed about curriculum development and had inadequate backgrounds in sociology and anthropology. This meant that in the early stages of writing they were compelled to research these fields to gain the necessary background.

The University of Saskatchewan offered a class called Canadian Studies Education, Edcur. 489, 889. This class used the seminar approach. The content of the class was centered around curriculum development in the social studies as being developed in the three Project Canada West sub-projects located in Saskatoon. Two university students were assigned to each sub-project. The role of these students was to help carry out research, supply materials, and contribute to the development of the sub-project in general. Each of these students stayed with the assigned teams for the entire academic year. These students proved to be a decided asset in this study. They brought with them a background of current educational theory. This strengthened the liaison between the school and the university. They were also utilized as outside evaluators by the team. On occasions specific tasks were assigned to these students and this helped them become more involved, thus more knowledgeable, about the study. The students contributed reading materials and made suggestions of areas in which team members should do research. The university students were given the opportunity to contact the school students who were involved in the study.

Team members, university students and teachers involved in the study worked in harmony. Frank discussion of problems encountered by each person involved relieved tensions and curbed undercurrents of dissatisfaction. It was discovered that most disagreements were the results of misunderstandings rather than basic differences in philosophy. Team members reading in different areas frequently had to enlarge on a point of view taken by a specific author. Final decisions on different points of view were based on consensus.

Meetings between the team members, teachers, university students, and consultants were held over lunch every Thursday from twelve to one o'clock. These meetings were valuable in informing teachers carrying out the project of activities and in expanding the theoretical knowledge of the team members. Practical hints on carrying out an activity were supplied by teachers. All members gained knowledge of curriculum development.

All team members and teachers in the project were located in the same building. A decided advantage of this situation was the incidental and spontaneous communication. The team established the habit of listening as well as speaking frankly about the study.

A considerable amount of the time spent on the study was used in doing research. As noted above neither of the team members had a background in curriculum development. They became familiar with the works of different authors. Required reading for personnel were books such as What Culture? What Heritage? and other writings that were basic to the study. Formal book reviews were written on each book read and an index card completed. As well as using the above as reference materials, team members discussed their readings whenever they met during "one-legged" conferences or at writing sessions.

At the first Home and School meeting in the fall a presentation was made to parents describing the study. In early February a description of the project was given at the Saskatoon Public School Area Two Principals' Meeting. Later in the same month the story of Project Canada West was told at the Saskatoon Teachers' Convention to all the teachers of the city. Following this an invitation to the team was made by one staff in the city to discuss this specific study. A brief discussion about the study was made on a School Board sponsored television program. In May a presentation to the Saskatchewan Council of Social Science Teachers was made. On the whole, these presentations appeared to be well received. Individual teachers and administrative personnel expressing an interest in the study have made contacts with the team members.

Some thought has been given by the team in extending an invitation to those persons in other schools who have displayed a particular interest in this study to introduce it in their schools next year.

Based on our experiences of the past year, we would make the following suggestions to persons attempting a similar study:

- 1) It is absolutely essential that all personnel working on the study be compatible.
- 2) It is important in the early stages of team formation that the role of each individual involved be explained, understood, and agreed to.
- 3) Released time should be given to personnel on the team during the same periods of the day. It is important that members meet frequently for writing.
- 4) Released time should be employed both for research and for preparing activities, submissions, etc. If team members are not released at the same time, then released time should be spent on research. Preparations of materials should be undertaken by the full team.

- 5) Teachers using the materials produced by the study should be expected to have some commitment to the study.

Ideally, teachers working with the study should be given some released time to meet with the team members and to prepare their lessons based on the study.

- 6) It is probably advisable that a form be made up by the team members periodically for teachers using the project. Such a form could include an evaluation of the work they have completed, recommendations, suggestions for implementing and for sequencing activities. The simpler the questions on such a form, the easier it would be for the teachers to make a suitable response.

CHAPTER VI

FUTURE DEVELOPMENTS

In the year 1971-72 the plans proposed will be based upon our experiences of 1970-71. It is our intention to refine and elaborate on the activities described in this submission. The study will be expanded to include an identity study of ethnic groups in the community. It is hoped that as the team increases in size and as the study progresses that results will become more sophisticated.

An evaluation of the study will be made by consultants, team members, teachers, administrators, and students.

Although a general plan has been outlined by the team, it is preferable that the teachers involved in the study will take part in further planning, and will evaluate the work done by the team members. It should be noted that students will be involved at every stage.

A. ETHNIC GROUP STUDY FOR 1971-72

Students who have already undertaken the senior citizens study of 1970-71 should have established a concept of identity. It would therefore be redundant to repeat the activities outlined in the original opener to the study. It is reasonable to develop an alternate opener. In classrooms where the concept of identity has not been developed, teachers may select ideas from both the original and the alternate opener if they so wish.

The primary objective of the opener is to establish a concept of identity, or to reinforce the concept which has already been established.

1. Alternate Opener

- a. Review the concept of identity.
- b. Prepare interviews with the class to be used with the students of another class, if possible in a school where the socio-economic background is different from the children in the home classroom.
- c. Visit a school in a district or community in which children come from different socio-economic backgrounds. Interview the children in the classroom visited.
- d. Analyze the results from the above visit.

2. Development. The children will then undertake a comparative study of various ethnic groups within the community. This ethnic comparison will differ from classroom to classroom in Canada. Care must be taken that people belonging to ethnic groups of lower socio-economic status be treated with respect at all times. At least two studies should be undertaken, but depending upon the ability of the class, the nature of the community, the resources at hand, and the interest of the teacher, more than two studies may be made.

It will probably be advisable, especially in the lower grades, or in classrooms where children have low ability, to undertake the studies consecutively rather than simultaneously. Another possibility is that the class be divided into groups and each group undertake a different study. If the latter course is chosen students should have some previous experience in undertaking research and should be average or above average in ability.

- a. Teacher-directed research. This approach would be used in a classroom of children in year four, five, and probably a low year six. Children who have had some experience with research at these levels might be able to use the second approach.

In order to make a comparative study it is important that a teacher select certain sub-topics to examine and compare. Possible areas of exploration

are: (1) art forms - entertainment
sculpture
festivals
music, literature, etc.

(2) communication - oral
written
media

(3) contributions to the Canadian scene

(4) country of origin - geography
social structure
history

(5) customs and traditions

(6) immigration and settlement

(7) integration

(8) language

- (9) occupations
- (10) organizations
- (11) population - Canadian
- (12) religion
- (13) value system

- b. Activities and Sources of Research Materials. The teacher, after selecting the areas of study, will devise activities related to written materials (some of which have been located by the class). Other activities will include speakers from ethnic groups, interviews with community leaders, visiting museums, churches, club rooms, viewing films and film strips, listening to records, studying artifacts, and engaging in discussion. The children may become involved in learning dances, preparing foods, picture making, pottery making, weaving, and other art forms characteristic of ethnic groups studied.
3. Studies developed by Groups. Groups will undertake similar areas of exploration as outlined in 2.a. above. Each group will work on a different ethnic study. Activities will be similar but the responsibility for the location of materials, arrangements for speakers, films, visits to museums will be made by the groups themselves. The entire class will be involved when a speaker is invited to the classroom or when a visit is made to a church or a museum. The teacher will act as a coordinator and resource person for all of the groups.
4. Culmination of the Above Study. Comparison charts will be made to summarize materials developed. An "Ethnic Day" will be held in which children may choose

any ethnic group that they wish to represent. The children may appear in costume, display materials from any Canadian group, listen to music, dance, and perform any other activity related to the various ethnic groups. Resource personnel from the community, including parents can be involved in such a presentation.

B. MATERIALS TO BE PRODUCED

It is the intention of the team to produce a multi-media kit prepared by team members and by students in their classrooms. Such a kit would contain a wide variety of ideas and resource materials from which a teacher in another locale could select to carry out a similar study. It is not the intention of the authors of this project to set out a prescription for teaching this area of social studies, but that through this project teachers may develop a course of their own, suitable to their own community, their own class, and their own particular talents. The materials can be used for a comparison study in any other part of Canada. Students and teachers may use samples from the kit to evaluate their own products.

Contents of Package	Description of Item	Purpose
Manual	Curriculum content: - application of identity to the social science disciplines - conceptual framework - value concept framework - discussion of skills to be developed. - description of sequence techniques, and procedures that have been used in such a study - description of techniques to use in good interviews, preparation of slides, films, maps and charts, relia kits, museum visits, constructing simulation games, etc. - lists of commercial films, filmstrips, loops, books that might be used in conjunction with the project.	- to give teachers an over-view of curriculum base - to give teachers a clearer view of areas of curriculum they wish to develop. - from the experience of the team, teachers may select activities suitable to their own classroom situation. - to aid teachers in developing techniques to help children produce materials. - teachers may select materials for use in conjunction with their own project.

Contents of Package	Description of Item	Purpose
3" x 5" cards	- techniques and model questions to aid teachers in developing memory, translation, interpretation, application, analysis, synthesis, evaluation, use of and making a construct	teachers using these questions as a model can construct their own questions that require children to think at varying levels
Student produced maps and charts	- maps and charts illustrating location of ethnic groups, clubs and fraternal groups, intra-city mobility, change of professional status, recreational activities, community and city growth patterns, language retention, population analysis, economic status, etc.	- samples of these materials can be used in three ways: as a model for student production of similar materials, for comparison in a different locale, for evaluation of student work by teachers.
A loose-leaf binder with a collection of resource materials available in many urban centres	- samples of materials that may be obtained from the archives, city hall, welfare agencies, newspapers, etc.	- examples of materials that can be obtained for such a study in another locale - to give teachers an indication of places within their own community where they may be able to obtain similar materials
Transparencies, photographs, tapes, slides, filmstrips, etc., produced by teachers and pupils in this study	- student produced recorded interviews with senior citizens, members of ethnic groups, etc., discussion with urban statesmen, comments by students participating in the exercise - eyewitness accounts excerpts of accounts by speakers - films, filmstrips, slides used to contrast social conditions, to illustrate artifacts, etc.	- teachers can use these as a model for student production in their own classroom - can be used as a contrast in a different locale and for evaluating student work

1. Materials Developed to Date

During the year 1970-71 the team members and participating teachers have produced the following materials:

Manual

curriculum content

- application of identity to the social science disciplines
- conceptual framework (cognitive domain)
- value concept framework
- discussion of skills to be developed.

description of sequence, techniques, and procedures
that have been used in such a study to date.

a description of good techniques to be used in making
interviews and museum visits.

Student Produced Maps and Charts

Charts have been produced by students analyzing:

country of birth

comparison of occupations

comparison of educational levels

comparison of family size

charts analyzing identity

maps showing birthplaces of a limited sample of the
population

sketches of artifacts found in museums.

Slides and Tapes

Student produced recorded interviews with senior citizens, teachers, urban
statesmen.

Slides illustrating student activities

C. TRANSFERABILITY

Urban communities have certain characteristics in common and the study of some aspects of urbanization are applicable to all of these centers. The study of identity, in particular, is adaptable in any urban setting. The identity crisis being experienced in Canadian cities is a universal problem.

This study is being developed in such a way that it will be useful in any location in Canada. The authors intend that the techniques and the lesson sequencing will provide a background with which teachers, with their students, may arrive at the "identity" of groups within their community. Classes may make a senior citizens identity study as outlined herein at any local level. Cultural studies of the identity of individuals in the Negro community in Halifax, in the French-Canadian, Italian, or English Canadian communities in Montreal, in the Chinese community in Vancouver, or in the Jewish or Ukrainian communities in Winnipeg can be undertaken using the techniques outlined. A study of the identity of the people of the inner city, of miners, of fishermen, of factory workers may be possible using the processes that will be developed.

A comparative study may be made using the materials in the package between the identity of Canadians in one location with the identity of Canadians in another location. For example, the children of Lunenburg studying their senior citizens can see the factors which affected the development of the identity of the senior citizens of that area. Their findings can be compared with similar and different factors that affected senior citizens in Western Canada. In addition to the processes, the materials developed in the kit are applicable for comparison and study from one area to another.

The opener by which the student becomes aware of his own self-image and learns more of his own parents and teachers, particularly lends itself for use in any area in

Canada. From this, the class proceeds to a developmental study of a group or groups within the community. This study is selected by the teacher, or the teacher and the class, with reference to the community in which they live. It will be possible for the teacher in Thunderbay to choose to study the senior citizens of Saskatoon, or the senior citizens of Thunderbay, or to make a comparative study of the senior citizens of Saskatoon with the senior citizens of Thunderbay. By applying these processes he could also study the identity of citizens in Quebec, Victoria, or Yellowknife.

It is possible that any teacher using this process may follow closely the original pattern developed by the authors, although their work would be less exploratory in nature. However, if the pattern is followed too closely any adaptation and innovation may be lost. The pattern of development should not impose rigidity, but rather should be flexible permitting manoeuvrability, compromise, and improvement.

A publication of the materials will reach more people if the per unit cost is minimal. With this in mind, high volume, low cost and copiability (from copy devices) should be borne in mind at all times if the maximal number of teachers and students are to be reached.

In summary, classrooms employing these materials would be involved in activities related to research, analysis and interpretation of data similar to that of the original project. Teachers using the strategies developed and the children using these materials would conduct parallel projects. The difference would be in locale, theme, and content. The outcomes should be similar to those experienced by individuals participating in the development of the original materials.

D. PROPOSED BUDGET FOR 1971-72

Released time for team members \$ 4,500.00

Consultants

Sociologist
Historian
Anthropologist
Evaluation by social psychologist 1,950.00

Slide projector 200.00

Filing cabinet 40.00

Journals 50.00

Books and other reference
materials 500.00

Social Studies Convention 250.00

Production of film strips,
graphics, etc. 500.00

Miscellaneous 500.00

2,040.00

\$ 8,490.00

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APPENDIX A

CONCEPTS OF THE DISCIPLINES AND THEIR RELATIONSHIP TO ACTIVITIES

In the following chart the disciplines and their concepts have been delineated. Each concept is related to the projected activities that have been undertaken, or that will be undertaken by students in an identity study.

Concepts within the disciplines to be developed	Social Psychology			Sociology				Cultural Anthropology			History		Economics				Political Science			Human Geography																		
	Motivation	Personality	Emotion	Group Dynamics	Social Perception	Interpersonal Relationships	Socialization of the Individual	Social System	Social Interaction	Status	Role	Norm	Social Institution	Associational Society	Socialization Within the Group	Cultural Patterns	Social Structure	Cultural Growth & Change	Acculturation	Past	Time	Chronology	Consumption	Production	Exchange	Scarcity	Specialization	Interdependence	Modification of the market by Public Policy	Wants	Demands	Power	Leadership	Authority	Influence	Urban Settlement	Population	
Projected activities by students for an Identity Study																																						
Essay and discussion "who am I?" Project-prepared questionnaire	X	X	X		X	X	X			X	X	X			X	X																						
Formulation of a "class-picture".	X	X	X	X	X	X	X			X	X	X	X		X	X	X																X					
Identity of a fictitious student	X	X	X		X	X	X			X	X	X			X	X																						
Interviewing to discover identity:	X	X	X	X	X	X	X			X	X	X			X	X																						
1. other students	X	X	X		X	X	X			X	X	X			X	X	X																					
2. parents and teachers	X	X	X		X	X	X			X	X	X			X	X	X																					
3. senior citizens	X	X	X		X	X	X			X	X	X			X	X	X				X	X														X		
4. members of ethnic groups	X	X	X	X	X	X	X			X	X	X			X	X	X	X																	X	X		
Visiting senior citizens homes	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X														X		
Ethnic groups:				X	X	X		X	X				X	X	X	X	X	X	X	X	X					X								X	X	X		
1. visiting churches				X	X	X		X	X				X	X	X	X	X	X	X	X	X					X								X	X	X		
2. visiting clubrooms				X	X	X		X	X				X	X	X	X	X	X	X	X	X					X								X	X	X		
Mapping country of birth				X		X		X	X				X	X			X	X	X	X	X															X	X	
Mapping the Canadian mosaic				X		X		X	X				X	X			X	X	X	X	X															X	X	
Charting and graphing data from visits and interviews				X		X		X	X				X	X		X	X	X	X	X	X					X	X	X						X	X	X	X	
Comparative study of three generations of family history				X		X		X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								X	X	
Preparing foods used in homes of ethnic groups or by the children's grandparents								X	X	X	X	X		X		X	X	X	X	X	X		X	X	X		X	X										
Introducing the class to the arts as practised in their grandparent's homes or in the homes of ethnic groups				X				X	X				X	X	X	X		X	X	X	X		X				X											
Visiting museums:								X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X									X	
1. historical								X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X									X	
2. ethnic								X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X									X	
Follow up to museum visit: mock up of homes, tools, transportation, etc.								X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X									X	
Speakers reviewing community services to meet needs of senior citizens, ethnic groups				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Canadian experiences: 1) The Depression films, Jackdaws, historical documents, resource speakers				X				X	X				X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
2) Two World Wars				X				X	X				X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
3) Early Experiences of ethnic groups				X				X	X				X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Simulation games such as the "Wilson Retirement Plan"	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X				X	X												X	X	
Realia kits and displays								X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X		X											
Study of Senior Citizens Homes and other homes						X		X	X				X	X		X	X	X	X				X	X	X		X									X	X	
A time sequence chart																				X	X	X																
Interviewing characters from books, prominent Canadians, historical figures	X	X	X		X	X	X	X	X	X	X	X			X	X	X			X	X													X	X	X		
A summary by slides accompanied by tape recording	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A display of all the materials developed to the community	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A study of the historical background of ethnic groups								X	X				X		X	X	X	X	X	X	X					X								X	X	X	X	

APPENDIX B
TEACHING - LEARNING EXPERIENCES,
THEIR CHARACTERISTICS AND FUNCTIONS

In the following chart the nature of student activities, the relation between intake and reinterpretation, the cognitive skills, the values to be developed, and the nature of teacher activity is related to the activities undertaken in the senior citizens study.

According to Piaget, learning occurs in two phases which should alternate. First there is intake or assimilation in which the student acquires the facts. The second phase is reinterpretation or accommodation. The learner reinterprets the facts in terms of his own experience or applies them to a new experience. This is described as a rotation of learning in the following chart.

TEACHING-LEARNING EXPERIENCES, THEIR CHARACTERISTICS AND FUNCTIONS

	NATURE OF STUDENT ACTIVITY	ROTATION	COGNITIVE DOMAIN	AFFECTIVE DOMAIN	PSYCHOMOTOR SKILLS	NATURE OF TEACHER ACTIVITY
	Research Skills					
	Observation					Evaluation
	Questionnaire-Interview Examination of original documents Location of information Visual stimulation Listening Written expression Oral expression Construction Imake and Assimilation Reinterpretation and Accommodation Knowledge Comprehension Application Analysis Synthesis Evaluation Development of Social Skills Sensitization - development of empathy and recognition of human dignity Development of an Attitude of Openmindedness Appreciation of the quality of the Canadian Society, of multinationalism and democratic interdependence Charting Graphing Mapping Collecting and filing data Using A/V aids in production of tapes, photographs Motivation Diagnosis Selection Direction - presentation of alternatives Coordination Process Self Product Student growth					
SENIOR CITIZENS STUDY GRADES 4 to 8						
ACTIVITIES						
Original Essay: This is -- Introduction: Will you recognize -- if you meet him on the street ten years from now? Would you recognize your grandfather (mother) if he were 12 years old? What qualities remain the same?						
Project-prepared questionnaire						
Analysis of Questionnaire to formulate a class 'picture'						
Cognitive map - listen to tape of first 3 lessons developing a cognitive map.						
Analyzing questionnaire and essay of fictitious student						
Preparing interviews to discover identity of a child and an adult						
Children interview each other						
Children interview teachers						
Children interview parents						
Teacher evaluation - children write second essay. This is ---						
Preparing for preliminary visit to senior citizens home						
Preliminary visit to senior citizen's home						
Analysis of data obtained from home						
Private interview of Senior Citizens for analysis						
Questionnaire - class prepared on grandparents & parents to make comparisons between the generations						
Analyzing data from previous two items .						
Preparation for visit to museum - making bread, soap, cottage cheese, etc. Discussion - What will we see?						
Visit to museum sketching to make models upon return to classroom						
Follow-up: making models of household equipment, farm machinery, vehicles for transportation						
Time - sequence chart						
Speakers from groups that supply community services						
Cognitive map showing services required by senior citizens						
Depression: study from Jack Daw, watching film the "Drylanders"						
Speakers - civilians and military personnel from World War I & II						
Maps of city showing homes for Senior Citizens						
Simulation games						
Preparation of tapes to accompany slides of experiences						
Display of materials developed for other classes and parents						
Interviewing characters from book or prominent person						
Study of Senior Citizen's home or homes of private citizens						

APPENDIX C

EVALUATION OF ESSAYS

The opener of the study was introduced with an essay, "This is _____".

Following this the classes were to undertake a number of activities, then write a second essay entitled, "This is _____". The second essay was to be used in comparison to the first as an evaluative instrument. The evaluators asked the question, "Has the child developed a more mature concept of his own identity?" Two university students acted as outside evaluators.

The essays were analyzed under the following headings:

factual knowledge of outer self

knowledge of inner self (value system, aesthetic and intellectual attributes, spiritual and emotional development)

status identity

empathy

reminiscence

divergent thinking

In years four and five the first essay was written at the beginning of the study.

Following the series of activities in the opener the second essay was written. The second essay was considerably more detailed illustrated by an increase in the score of "knowledge of inner self" and "reminiscence." The increase in score was attributed to the series of activities undertaken between the two essays.

The year six students on the other hand wrote the first essay, completed the student analysis questionnaire, and then wrote the second essay immediately afterwards without completing the activities of the opener. Little development was noted in the students' concept of identity.

In year eight only the first essay was evaluated. Knowledge of inner self seems to be well established even before the opener was taught.

The table that follows summarizes the findings of the two evaluators:

Evaluation of Essays

Year and Method	Number of Students	Factual Knowledge of Outer Self	Knowledge of Inner Self	Status Identity	Empathy	Reminiscence	Divergent Thinking
Year 4 and 5 Essay and a series of activities and essay	24	1	Essays 2 1	Essays 2 1	Essays 2 1	Essays 2 1	Essays 2 1
		22	23	3	-	13	1
Year 6 Essay and Questionnaire and essay -- the short time period	8	4	5	4	-	-	2
Year 8 Essay	12	11	-	9	2	-	3

Year 4 and 5 - Second essay was more detailed. This is illustrated by the increase in score of "knowledge of inner self" and "reminiscence". This can be partly explained by the fact that students participated in a series of activities between the first and second essays.

Reminiscence: In the second essay fifty-four percent of the respondents in the year four and five class reminisced. In contrast only seventeen percent of the year eight class reminisced in their first essay and zero percent in the year six class in their first and second essays.

Knowledge of Inner Self: Twenty-nine percent of the year four and five class revealed a knowledge of inner-self in the second essay. This was less than the year eight class in which seventy-five percent revealed a knowledge of inner-self in the first essay. In the second essay forty percent of the year six class revealed a knowledge of inner-self.

Year 6

In several cases, the second essay was shorter than the first.

Results from essays written on successive days seemed to indicate that was not a desirable procedure.

Year 8

"Knowledge of inner-self" appeared to be well established even after writing only one essay.

General Comments

There was little evidence in any of the essays of community or national identity. Many students however, particularly in year 8 revealed some knowledge of the influence affecting the development of identity.

General Comments (continued)

The number of respondents on which the analysis was based and the subjectivity of the analyzer would indicate that these results should be treated with caution. This analysis is simply a "scratching of the surface" yet it does seem to indicate trends associated with student's identity.

APPENDIX D

ANALYSIS OF CLASS DISCUSSION IN THE COGNITIVE
DOMAIN

Intermittently during the study the classroom teacher will tape discussions.

These tapes will be used to evaluate the following:

Class. Students' development in acquiring the major concepts of identity in the cognitive domain as well as the cognitive skills.

Teacher. The teacher can evaluate her own techniques in leading discussion.

The Program. The chart that follows can be used to evaluate the effectiveness of the program.

The Individual Child. Care must be taken in evaluating the contributions to discussion made by the individual child. A number of children may wish to make the same contribution to the discussion but will not have the opportunity to express themselves. Some children grasp the concepts and think at higher levels but are inhibited and fail to make an adequate contribution to the discussion. The results from this chart can be used to evaluate an individual student's ability to discuss, but the teacher must recognize the limitations placed on individual students by the classroom situation.

The evaluation of the individual must not be confused with the evaluation of the understanding of the concepts of identity and development in the use of cognitive skills by the class.

The following chart will be useful in making this evaluation of the discussion.

The names of the children are placed at the left. The major concepts and skills to be developed are used as column headings.

The teacher plays the tape and indicates with a check mark (✓) an answer that is acceptable relating to a particular skill or concept. A plus sign (+) indicates a superior answer. As the teacher marks the sheet he plays through one child's contribution, stops the tape, and considers the relative value of the student's remarks. He may wish to replay some parts of the tape a number of times in order to make an assessment of the student. It is helpful to identify the children's voices if during the discussion the teacher has called the student by name before he speaks.

Analysis of Class Discussion

in the Cognitive Domain

Name:	socialization - identity is learned	cultural heritage - identity is related to the past	social relationships	economic welfare	spatial relationships	consolidation - identity is related to the individual's view of his achievements and capabilities	knowledge	comprehension - reinterpretation in terms of the student's own experience	application	analysis	synthesis	evaluation
John	✓ ✓ ✓		+	✓ ✓		✓ ✓ ✓ ✓	+ ✓	++ +	✓	✓	+	✓
Mary	✓		✓ ✓ ✓	✓	✓		✓		✓			
Sally	++ +	✓	✓ ✓		✓		+	✓ ✓ ✓ ✓	✓	✓		
Sam			✓ ✓ ✓ ✓	✓			+	✓	✓	✓	✓	
Evelyn	✓ ✓						✓	✓	✓			
Charlie	✓			✓			✓		✓		✓	
Tim						✓						
Philip	++		✓ ✓	✓			✓ ✓ ✓	++	✓			+
Irene			+				✓	✓		+		
Michael			+	✓		++ ✓	✓	✓	✓			
Lorie	+		✓ ✓				✓ ✓	✓		✓		
Beth	✓ ✓		✓	✓			++ ✓			+	✓	

In the preceding chart the following conclusions may be drawn. The class does not understand the significance of the cultural heritage and spatial relationships in relation to identity. The teacher must evaluate his work and the program in terms of these two areas. It is obvious that John makes a considerable contribution to the discussion, some of a very high calibre. Tim on the other hand makes few contributions. The teacher must ask himself the reason for Tim's apparent failure in this area.

APPENDIX E
STUDENT ANALYSIS QUESTIONNAIRE

In the opener one of the activities proposed is a questionnaire the purpose of which is to help the child gain the concept of identity through examining himself and his world. The questionnaire included with this submission is tentative and will be refined as the study develops.

Years four, five and a low year six will use only the first four pages. A high year six, seven and eight will complete the whole questionnaire. If the teacher foresees that the children will have a problem reading or interpreting the wording she may read it as the class fills it in. The questionnaire is not to be used for objective measurement, but rather as an instrument to develop the concept of identity. It is therefore not inconsistent to help children with vocabulary.

Student Analysis Questionnaire

Name _____

Age _____

Year level _____

School _____

City _____

Province _____

Sex _____

What is your national origin? _____

What is your religion? _____

Where were you born? _____

In which year did you come to live in this city? _____

What is your father's occupation? _____

What is your mother's occupation? _____

What is your ambition? _____

Place a circle around the number which indicates your place in the family.

1st child

2nd child

3rd child

4th child

5th child

6th child

How many children are there in your family? _____

QUESTIONNAIRE

The purpose of this questionnaire is to help you understand what is meant by "identity;" that is an understanding of the real "you." After you have answered the questions below you will see more clearly how your total background (home, school, church, friends, relatives, etc.) have been involved in forming your identity.

Write in the name of one of the following people to complete the questions below: Father, Mother, other relative, teacher, playmate, etc. If none of these answers the question, write in no one.

Who taught you how

- | | |
|--|---------------------------------------|
| a. to swim _____ | k. to skate _____ |
| b. to read _____ | l. to mow the lawn _____ |
| c. to ride a bicycle _____ | m. to make a bed _____ |
| d. to play ball _____ | n. to wash dishes _____ |
| e. to handle a screwdriver _____ | o. to tie a knot _____ |
| f. to use the library _____ | p. to play a musical instrument _____ |
| g. to spend your allowance _____ | q. to tell time _____ |
| h. to take care of your belongings _____ | r. to clean your room _____ |
| i. to use the telephone _____ | s. to fish _____ |
| j. to count _____ | t. to sing the national anthem _____ |

Who Told You About:

- a. God _____
- b. love _____
- c. the birth of a baby _____
- d. to be courteous _____

We are interested in some of the traits which describe the kind of person you are. Please read each statement and rate yourself by putting a check in the appropriate column.

- | | YES | NO | SOMETIMES |
|----------------------------|-----|----|-----------|
| 1. am cooperative | | | |
| 2. am kind and considerate | | | |
| 3. fair and honest | | | |
| 4. active and energetic | | | |

- | | YES | NO | SOMETIMES |
|---------------------------------|-----|----|-----------|
| 5. enjoy being alone | | | |
| 6. take pride in my work | | | |
| 7. am friendly to others | | | |
| 8. enjoy reading books | | | |
| 9. enjoy discussing new ideas | | | |
| 10. enjoy working on a report | | | |
| 11. am responsible | | | |
| 12. am aware of others | | | |
| 13. enjoy sports | | | |
| 14. like to make things | | | |
| 15. enjoy friendships | | | |
| 16. enjoy competing with others | | | |

The following list is of various things that people feel are important. Please choose from this list the things that are very important to you. Circle the numbers of your five most important choices.

1. Doing well in sports.
2. Being able to buy records.
3. Getting along well with my parents.
4. Having my own spending money.
5. Being able to bring friends into my home.
6. Being able to have my own books.
7. Doing well at school.
8. Having a room of my own.

9. Being at ease with my friends and associates.
10. Being able to travel.
11. Having many friends.
12. Having a hobby.
13. Being alone by myself at times
14. Being able to select the clothes I want.
15. Having my own record player or tape recorder.

Now, in a few words, indicate your most important choice and tell why you made it.

Value Ranking

One of the ways in which people differ is that they have many different values. The things people feel are important in life are their values. What do you value most? And why?

Rank the following sections in order of their importance to you:

(1) first choice (2) second choice, etc. Try to give reasons for your highest choices (what benefits you may receive, what you particularly enjoy, etc.). Remember that there are no right or wrong answers. Order them as you really feel, not just as you think others might expect you to respond.

(1)	Rank:	Reasons:
Being a good athlete	_____	
Being a good student	_____	
Being one who understands and accepts other people	_____	
..... Being popular	_____	

	Rank:	Reasons:
(2) Having others know you are very sociable and know how to get along with people	_____	
Showing others how intelligent you are	_____	
Having others know you are especially understanding and have deep feelings	_____	
Having others know you are outstanding in some physical ability	_____	
.....		
(3) How would you like most to be remembered after you leave school?	_____	
As a good student	_____	
As an outstanding athlete	_____	
As a school leader	_____	
As a kind, understanding person	_____	
.....		
(4) Doing what adults expect	_____	
Deciding for yourself what you will do	_____	
Getting approval from adults for what you do	_____	
Deciding for yourself how well you have done things	_____	
Getting approval from your friends in what you do	_____	
.....		
(5) Enjoying working with mechanical or scientific things	_____	
Enjoying abstract or mathematical problems	_____	

	Rank:	Reasons:
Enjoying nature (stars, rocks, etc.)	_____	
Enjoying living things (insects, butterflies, animals, pets, etc.)	_____	
Enjoying "losing yourself" in a good book or in imagination	_____	
Enjoying being with your family	_____	
Enjoying studying about people (what they are like and why they are the way they are)	_____	

-
- (6) If you could have a real friend of ideal qualities and values, what would this person be like:

What age would this person be?

Would this person be male or female?

Who would this person be most like that you now know?

What would be the most important qualities this person would have?

(List these in order of importance).

APPENDIX F
FICTITIOUS STUDENT DESCRIPTION

In the opener it was proposed that a class should analyze an identity picture of a fictitious student. These two samples, one describing a boy at the year five level, and the other a girl at the year eight level, are sources of material from which concepts of identity can be developed. The two samples were drawn from essays and from the student analysis questionnaire. Teachers may have their class enter information from the identity study on blank questionnaires if they wish. Copies of such a questionnaire are included in this submission.

A Fictitious Girl Student

This student, Sally Burns, is a girl twelve years of age at the year eight level. She attends Willowdale School in Edmonton. In 1970 she moved with her family from St. John, New Brunswick, when her father was transferred on the Canadian National Railway as a locomotive engineer. Her parents are of English origin. They consider themselves Anglicans but rarely attend church. She is the fourth and youngest child in the family. Her mother, a nurse, works part time. Sally's ambition is to become a physical education instructor. Sally has dark hair, brown eyes, and a medium-sized mouth. Her complexion is muddy as she frequently suffers from acne. Her height is four foot eleven inches. She enjoys boating, swimming, digging for clams, and fishing. She makes a few close friends, but is rarely popular with the group.

Sally is a conscientious student with a good memory. Her best subjects are science, social studies, and spelling.

In describing her family relationship she says: "I like my parents so much I would do anything to keep them happy. There is nothing I would'nt do to remain in their good graces." In her questionnaire she claims that her mother taught her how to swim, read, spend her allowance, take care of her belongings, count, make a bed, wash dishes, tell time, and clean her room. She also learned from her mother about God, love, the birth of a baby, and to be courteous. Her father on the other hand taught her to ride a bicycle, use the telephone, mow the lawn, tie a knot, and fish. Teachers taught her how to use the library, play a musical instrument, and sing the national anthem. Playmates taught her to play ball.

She describes herself as patient, generous with her time and material belongings, cooperative, kind and considerate. She enjoys being alone and likes to read. She feels that the most important things in her life are being able to bring friends home, doing well at school, having a room of her own, and having many friends.

A Fictitious Boy Student

Michael Czas, a boy aged eleven at the year five level, was born in Montreal. His parents moved to Vancouver in 1970. He attends Hardwood School in North Vancouver. His father was a refugee from Poland following the Second World War. His mother was born in British Columbia of Irish descent. Michael attends the Greek Catholic Church. His father is a professor at the University of British Columbia; his mother is a housewife. Michael's ambition is to be an astronaut.

Michael is blonde with brown eyes, fairly heavy set, and is four foot six inches tall. His glasses are very thick as a result of defective vision.

Michael says the following about himself: "I have a fairly long temper and I don't cry over little things like getting kicked, or hit in the stomach with a soccer ball or baseball bat, and when somebody wrecks something I am doing, I don't usually get mad."

Michael's mother taught him to care for his belongings, clean his room, handle a screwdriver, tell time, count, tie a knot, make a bed, and sing the national anthem. His father taught him to swim, ride a bicycle, use the telephone, and spend his allowance. From other children he learned to play ball and fish. From teachers in school he has learned to read, use the library and play a musical instrument. His father taught him about God, love, and the birth of a baby.

Michael considers himself to be active and energetic. He feels that he takes pride in his work. He enjoys being alone, reading books, discussing new ideas, and competing with others. He considers doing well in sports most important, as well as wanting his own spending money, being able to have his own books, having a room of his own, and being able to bring friends into his home.

APPENDIX G

INTERVIEW FORMAT

Enclosed in this submission are two suggested interview formats, one to be used in interviewing children, and the other for adults. The authors of this study do not intend that teachers will use these interview forms, but rather that they should be a guide to the type of question that might be suitable. It is the belief of the team members that each classroom should develop its own interview format as this is one way the children can apply what they have learned about identity and questions can be formulated to meet the needs of the immediate community.

Questions should be constructed in such a way that the response will be open-ended. The best questions were considered to be those to which the respondent could reply at some length, and which related to self. Respondents were encouraged to refrain from giving responses to questions that were an invasion of privacy. The more adept interviewers were encouraged to supplement core questions so that the respondent might amplify his original response.

The purpose of the interview had to be clear in each child's mind. If statistical analysis was to be made, questions to get specific facts had to be formulated. If, however, identity charts were to be developed from the interview, questions of a more general nature can be asked.

These two principles must be emphasized.

1. Before the students make up the questions they must understand fully the objective of their research and the format that the analysis will take.
2. The interviewer must have full knowledge of what his purpose is and must be thoroughly familiar with the instrument

that he is to use.

The following interview questions are derived from questionnaires developed by one hundred and fifty children from the year four to eight levels from five different classrooms.

These questions were used for statistical analysis:

- 1) What was the country of your birth?
(Refer to pages 66 and 67 for a description of the analysis)
- 2) Comparison of family size. How many brothers and sisters did you have? How many children did you have? (Refer to page 69 for statistical analysis.)
- 3) What was your main occupation?
(What job did you have most of your life?) A comparison was made of the occupations of children's parents with that of senior citizens.
- 4) How many years of formal schooling did you have? How many years did your children have? A comparison was made of differences in educational levels.
- 5) What was the longest period of time you spent in any single location? Here a comparison of physical mobility was made between the children's family and the senior citizens.

The object of the statistical analysis was to show trends in a changing social structure.

The following questions were asked to form identity charts:

- 1) What are some of the most outstanding memories that you have about your childhood?
- 2) Tell us about the role your parents played in your life. How did you relate to your brothers and sisters?
- 3) Would you please relate some of your school experiences to us?

- 4) What was your ambition at the age of twelve? Did you achieve it? How did your ambitions change?
- 5) If was your chief occupation in your life, how has this occupation changed today?
- 6) Tell us about the various places you have lived.
- 7) How did the two world wars affect your life?
How did the Depression affect your life?
- 8) Tell us about the various places that you have visited.
- 9) What role has religion played in your life?
- 10) What were the most important events of your life?
- 11) Did one person influence your life any more than another? What was the nature of this influence?
- 12) Has your family name had any influence on the course of your life?
- 13) What are your present interests? What activities are you involved in?
- 14) Who are your visitors?
Whom do you visit?
- 15) What are your views on:
 - a. social security
 - b. the generation gap
 - c. important news of the day?

These questions are not intended to be all inclusive. Each class will set up its own interview format according to its own needs.

APPENDIX H

SIMULATION GAME

The following simulation game is a proposed activity for the senior citizens study. It must be recognized that this is not the final draft that will be included in the completed package. The team members will further refine it in the next three years.

Objectives

Cognitive Domain

- (a) Comprehension of game materials and comprehension of a problem - that of a retirement location.
- (b) Application of abstractions in the form of role-playing rules and ability to stay within the role.
- (c) Analysis of role information and information pertaining to geographical locations to enable a point of view to be argued.
- (d) Synthesizing information in order to reach a decision, in conjunction with other group members, on the retirement location.
- (e) Evaluation of evidence on which a decision regarding retirement location was reached.

Affective Domain

- (a) At the level of receiving, students should be capable of listening to various points of view put forward by team members.
- (b) A willingness to accept others' points of view and if necessary change accordingly.
- (c) To display an argument, evidence of empathy and sympathy, in regard to the characters in the game.

A SIMULATION GAME IN THE SOCIAL SCIENCES

Written by Brian Wilson for the Brunskill Subproject

Introduction

Simulation games can profitably be utilized in an educational environment because, first, the game is a kind of play upon life in general, inducing the same kind of motivation and behavior that occur in the broader context of life itself. Secondly, games facilitate learning by focusing attention, by involving the student, and by abstracting simple elements from a complex, confused society.

This simulation game is an attempt by the Brunskill Subproject to develop an activity based on the crucial decisions to be made by people facing an identity crises when they are about to retire. It was originally written by Brian Wilson, a master of education student at the Saskatoon Campus, University of Saskatchewan, and has been amended by the personnel of the Brunskill Subproject. Student involvement is attained by creating a group situation where students disagree about the choice to be made in the relocation of residence of an elderly couple. The main objective is to give students an opportunity to see that senior citizens are faced with several alternatives at retirement. Each group need not arrive at the same result as there is no "correct answer." The discussion following the game about the discrepancy of decisions serves to consolidate the concepts to be developed.

The Wilson Retirement Plan

An elderly couple, Joseph and Maria Chenowski, are at the point in life where retirement is imminent. You (the student) will represent a member of the family community. Each of you will select a location for a new residence and become familiar with the responsibility of your role. Your objective as a group will be to decide on an ideal location for Mr. and Mrs. Chenowski's residence.

A brief description of the roles to be undertaken is given below:

Joseph Chenowski, aged 72, a retired wheat farmer, loves the land. He suffers from osteo-arthritis which requires frequent treatment. He enjoys curling to the extent that he will endure a cold climate to pursue his hobby. He is a member of the Greek Orthodox Church.

Marie Chenowski, aged 67, has played an active role as a member of the Homemakers' Club and wishes to retain her involvement in this group. She enjoys cooking. She is also a member of the Greek Orthodox faith.

Glenna Chenowski, a 20 year old daughter, is a trainee at the University Hospital in Saskatoon and has some knowledge both of her father's condition and the implications associated with this move.

Maurice Chenowski, a son aged 41, is married and graduate of the two-year agricultural course at the University of Saskatchewan. For the past twenty years he has farmed with his father and has achieved some independence by acquiring a half section of land. This is not adequate to carry on an economical farming operation. He is interested in diversifying his farming operation to ensure an adequate income. He particularly enjoys working with cattle, an interest not shared by his father.

Margaret Chenowski, Maurice's wife, aged 38, enjoys dressmaking. She would like an up-to-date home independent of her husband's parents.

Frank Hayler, aged 69, is a retired implement dealer who lives in Victoria, and is a life-long friend of the Chenowskis.

The background of this game is that Joseph and Maria, who must retire from farming, have to decide where to live. There are several alternatives to be considered.

Joseph has worked hard all of his life and has few outside interests, although he enjoys curling. He needs to be within reasonable distance of a doctor for medical help when his arthritis becomes particularly painful. Maria, his wife, enjoys cooking and wishes to have facilities to entertain her friends and relatives; in other words she does not want to eat "store-bought" baking, nor does she enjoy "mass-produced" food. They both have many friends in the local church.

Glenna, their daughter, has obtained a student loan and is fairly self-sufficient. She enjoys going home to visit her family but has some reservations about being too close to them. When her nurses' training is completed she hopes to gain experience by working in a northern hospital.

Maurice and Margaret would like to purchase the family farm, but are content to rent it at this time because of inadequate funds. Maurice does not always agree with his father about farming techniques. Margaret would like to modernize the farmhouse or to build a new home with up-to-date facilities. She feels that it is preferable that their two sons be raised in a home where the parents can establish a consistent pattern of discipline.

Frank Hayler, a widower, retired to Victoria two years ago and has thoroughly enjoyed the new experience. He has made many new friends and acquaintances, and

would like Joseph and Maria to join him. Frank has established himself as a member of a curling club in Victoria and could make arrangements for Joseph's membership.

Location of Residence

The Chenowski family farm, consisting of one section, is located two miles north-east of Zealandia and is serviced by a municipal grid road which may be closed following a severe storm. The telephone services may also be interrupted by adverse weather conditions. The elder Chenowskis could stay on the farm in the old house. Their son and his family could build a modern home in the same yard.

The elder Chenowskis have considered moving to Zealandia, a small village with a population of about 500. It has a curling rink, a general store, hotel, post office, and the church of their choice. The village is not yet serviced with running water and sewers, but there are plans to establish these modern conveniences. The nearest doctor is fifteen miles away. An active Homemakers' Club meets regularly.

Rosetown, about 15 miles away, is a modern town. It has resident doctors, a theatre, community, church and fraternal halls, churches, shopping centres, motels and hotels.

Saskatoon is a site of a number of excellent Senior Citizens' Homes. Medical services are of a very high standard with a number of specialists tending elderly people and community services such as the Victorian Order of Nurses are available to out-patients. Adverse weather conditions would not affect the services required by a retired couple. Urban services are of a high calibre in Saskatoon. The streets usually become extremely slippery in winter.

Victoria has much to offer. (a) a moderate climate, (b) modern urban services, (c) specialized facilities accommodating the needs of retired people, (d) easy mobility

year round because of the favorable climate for operating a car or in utilizing public transportation. Victoria is far removed from family and life-long friends; however, it is easy to become acquainted with people of the prairie who have retired there.

Many factors must be considered in the retirement plans of Joseph and Maria Chenowski - climate, medical facilities, friendships, family, cost of living, housing, and personal interests.

Cost of living	Food cost per week	Rent per month	Housing Purchase Price	S.C. Cottage Rent per month	Transportation Public cost per week	Private Auto
Farm	\$18	-	-	-	-	\$15
Zealandia	30	\$25	\$3000	-	-	15
Rosetown	25	90	8000	\$50	-	12
Saskatoon	25	110	12000	35	\$1.50	10
Victoria	23	125	18000	75	1.50	10

	Jan. Temp. mean	Humidity Annual mean
Farm	0°	low
Zealandia	0°	low
Rosetown	0°	low
Saskatoon	0°	low
Victoria	40°	high

Joseph Chenowski

Joseph has no desire to leave the land he has worked so long, but realizes that he is no longer physically capable of efficiently operating the farm. Also he finds that

he requires more and more medical attention. He would like to stay on the farm to be able to putter around the farm equipment, buildings and garden. If Joseph moved to Saskatoon or Victoria his association with the land would be severed. His health would perhaps improve if he were in closer contact with superior medical facilities. Artificial curling surfaces are available in Rosetown, Saskatoon, and Victoria. Victoria's damp climate might have an injurious effect upon the condition of Joseph's health. Joseph prefers to be independent by retaining his car. Rosetown and Zealandia are peopled by family and friends of the Chenowski's. Joseph is concerned about finances. The cost of living is of special interest to him.

Maria Chenowski

If she remains on the farm, Maria wishes to stay in the house where she raised her children. Two women cannot work in the same kitchen so Maria favors a new house for her son and his family should they remain on the farm. She would prefer to live close to the local Homemakers' Club members. She enjoys meeting new people and has little difficulty in adjusting to new associations in a distant city. A cottage at a senior citizens' home would suit Maria with its facilities for home cooking and opportunities for companionship. She would not, however, be willing to stay in a senior citizens' residence. Maria feels that with the income from the rent on her husband's farm (\$1,000 a year) and the two old age pension cheques (a total of \$240 a month) they should be careful in their selection of a place to live. They have capital to purchase outright a house in Zealandia or Rosetown, but a house in Saskatoon or Victoria would leave them without savings.

Glenna Chenowski:

Glenna prefers her parents to have their own home as she enjoys visiting them. Actually, she would be pleased if they would move to Victoria as the climate, scenery, and opportunities for social activities are optimum. She would be willing to forego nursing experience in the north for an opportunity to nurse in British Columbia. Glenna, however, often thinks she would feel happier if her parents were safe in a senior citizens' home. Her father's health is of particular concern to her.

Maurice Chenowski

Maurice is intensely interested in farming methods, particularly in the field of cattle raising. His father was a wheat farmer and is opposed to diversification. Maurice feels that if his father lives on the farm there may be clashes over land use.

Maurice would prefer to modernize the old farm house. He has had an estimate on the cost of erecting a new house and on modernizing the old house. Modernizing the old house will be considerably less expensive.

Maurice feels that his parents should try living in a senior citizens' home in Saskatoon where he could visit them easily. This would leave him free to operate the farm in his own way.

Victoria seems too far away in Maurice's opinion whilst Zealandia and Rosetown are too close.

Margaret Chenowski

Margaret wants a modernized home and doesn't relish the idea of living with her in-laws. Farming is not her whole life; her childhood and youth spent in Saskatoon has not prepared her for the rigours of farm life. Margaret would feel happier if her in-laws

lived in Saskatoon. She is adventurous and tends to agree with Glenna that Victoria would be a pleasant place for her in-laws if they could make friends there.

Frank Hayler

Frank lives in Victoria and would like the Chenowskis to join him. He is a widower and does as he pleases with his spare time.

He had considerable capital when he moved west, much more than the Chenowskis will have. If they don't come to Victoria he feels that the family should live in Rosetown because of its amenities and friends.

Victoria can be expensive; Frank admits this freely. The climate, however, is wonderful according to Frank and he doesn't feel that it would affect Joseph's arthritis.



APPENDIX I

EVALUATION OF SIMULATION GAME

Two outside evaluators were involved in a field test of the simulation game, "The Wilson Retirement Plan." One class of year four students of average and below in ability, one class of year four and five students of above average ability, and one class of year eight academically talented students were observed with their teachers in a field test of the game. A description of the observations of the three evaluations follows.

A Field Test of the Simulation Game: The Wilson Retirement Plan

First Report:

Introduction. The field test took place in a classroom with nineteen grade eight students. There had been prior discussion on the theme of retirement. The students were asked to read through the game to get the background to the situation. This was done quietly and efficiently. The teacher conducting the game was Mr. C.L. Allen with Mr. B. Wilson observing. This introductory reading took approximately fifteen minutes.

Mr. Allen gave the students clear instructions on the playing of the game. The students were asked to select the role which they preferred when they were placed in groups. They were asked to read their selected role thoroughly and play it as written, then to come to a group decision on where the retired couple should live, citing reasons for their decision. Groups were denoted by Mr. Allen and the students appointed their own chairman. These instructions took approximately seven minutes.

Group Discussion. Group discussion took place for twenty minutes and although not too heated it had some interesting features. All groups quickly selected roles and no time was wasted. One group in particular argued coldly and logically from the tables of information

presented in the game. In another group, the chairman on at least two occasions asked the group to listen to a review of the discussion presented at various stages by different role players. A third group divided themselves into pairs, settled their differences, and presented their combined decision to the chairman.

Group Decisions. Group I voted for Rosetown (4 to 2) giving as their reasons, country life-style, closeness to friends, good shopping facilities, hospital, etc. According to this group it would be economical to live in Rosetown which is "a nice small town." The minority who preferred Saskatoon gave as their reasons, cheaper cost of living, close enough to the farm for visits, yet far enough away to prevent impinging on one another unnecessarily, good transportation.

Group II voted for Rosetown (5 to 1) giving similar reasons to Group I but adding that there was a Homemaker's Club and a doctor in the town.

Group III voted for Saskatoon (4 to 2) citing as reasons, good medical facilities, Homemaker's Club, doctors, senior citizen's cottages, a prairie city, good transportation, curling rink, close enough to friends to travel to visit by car.

The teacher then asked why other locations were rejected. This was an excellent method of discovering whether the students had really internalized the whole aspect of the game.

Why not Victoria? Although weather was a big advantage, reasons for rejecting Victoria were moving costs, high cost of living, great distance from the family, and the effects of a damp climate on arthritis.

Why not the farm? The farm was rejected on the basis of personal conflict with in-laws, the need for independence by elderly people, the lack of social activity and the cost of building another house.

Why not Zealandia? Zealandia was an unacceptable location for the following reasons: lack of medical facilities, closeness to the farm, lack of facilities for senior citizens, no modern conveniences, high cost of food. The children noted that there was little difference to living in Zealandia with that of living on the farm.

Suggestions for Improvements. The following suggestions for improvement of the game were made by members of the class:

There should be more conflict in locations. Perhaps Calgary located between British Columbia and Saskatchewan, or cities in Saskatchewan. This would provide a wider choice of selection on the basis of climate.

Frank's role is weak, yet if he is eliminated so is Victoria and a conflict is lost.

Joseph might have a different ailment. A respiratory problem would provide a need for a warm dry climate. A disease that strikes without warning would increase the need for him to be in the immediate vicinity of medical facilities.

Perhaps the game when played in Saskatoon is too subjective. Students "love" their own location.

A ten minute summation is sufficient. These suggestions took approximately twenty-five minutes.

Summary. Mr. Allen spent five minutes in asking if the retirement of the elderly couple would affect their identity. It was suggested by students that they would become more socially involved in retirement because of more free time. There would be more human contacts in a larger centre but the children thought the increased tempo of urban living might affect them adversely from a psychological point of view.

Conclusions. It is easy to make a hasty decision and reach the conclusion that the topic was too far removed from the students to be relevant. Yet when one resists this temptation and reflects on the involvement of the children playing the game, the more subtle teachings become apparent. The students' remarks and reasons given for choices of locations indicate the possibility that the children had gained important insights. Group I spoke of Rosetown as "a nice small town." Do students see themselves as requiring a bustling city and their elders as requiring somewhere to be quiet? Are they saying that they do not want to inflict their love of noise and speed upon an older generation? The same students were very much aware of social factors. A minority report suggested that if Saskatoon was selected as a retirement location the family would avoid unnecessary conflict as a result of living too close to one another. Group III in giving reasons for choosing Saskatoon referred to Saskatoon as a prairie city. There seems to be an implied awareness of the fact that older citizens are rooted to the prairies.

The farm was rejected because of the possibility of family conflict. Zealandia's outdoor plumbing seemed real to year eight students - is this not strange?

The suggestion that Joseph's disease be changed to one that occurs suddenly is an excellent idea for it shows the students overall view of the locations, facilities, and need for conflict. The suggestion of providing more choices of location outside Saskatchewan is also valid.

One could continue eliciting points from this field test for they are numerous. There is a constant need to look below the surface for students' learning and when one does, one is surprised at times.

Second Report:

Introduction. The simulation game was tested in a classroom containing ten year four and sixteen year five students. The teacher was Mrs. M. Burke with Mr. B. Wilson observing.

Students read the instructions from page two onwards whilst Mrs. Burke arranged teams of players. There were two groups of six and two groups of seven players with leaders appointed by the teacher.

Two pre-game lessons had been conducted a few days prior to the game. These lessons were briefly reviewed by Mrs. Burke. They dealt with mobility, why it took place, and its resultant problems. The groups who moved were categorised into family, immigrants, and retired people. The mobility of both urban and rural families was considered.

Instructions on playing the game required thirty minutes and in this time, Mrs. Burke paraphrased from page two to page four of the game. Students were left to read the details of their roles for themselves. Groups were asked to appoint a spokesman to report the group's decision at the end of the game. It was emphasised that each student must play his role and not wander from it. Surprisingly enough, students had little difficulty with vocabulary, the main stumbling block being "diversifying," but this was clearly explained by Mrs. Burke.

Group Work. Groups assembled for twenty minutes with instructions to come to a decision at the end of that time. There was a lot of noise - but it was working noise. Students chose their roles and where there was a conflict they voted on the issue. Vigorous and reasoned argument took place with Mrs. Burke and Mr. Wilson circulating around the groups to make sure they were aware of their task.

Groups used the map and the statistics in the game, which was surprising at this level. They were arguing from evidence contained in the game not from opinions held.

Decisions reached. Decisions and reasons for their decisions were presented for the remaining ten minutes of the afternoon and were as follows:

Group I voted 5 to 1 for Rosetown. Reasons cited were availability of a doctor, humidity factor, and amenities.

Group II voted 5 to 1 for Zealandia. Reasons cited were open spaces, less populated, Glenna was going to return home.

Group III voted 5 to 1 for Saskatoon. Reasons cited were hospitals, reasonable house price, closeness to the home farm which Joseph Chenowski could visit.

Group IV voted 6 to 0 for Rosetown. Reasons cited were the amenities, the availability of a doctor, lower cost of living than the city.

Evaluation by Students. Children were asked their opinion of the game and to suggest any changes that they might make. All children seemed to enjoy it but made several suggestions. The ages of the characters might be younger, then they wouldn't retire but move to many exciting places. Is this a desire on the part of young students to stay young and healthy? What is their perception and concepts of old age?

There was suggestion that instead of a choice of small towns, more cities could be allowed in the choices, e.g. Calgary. Is this evidence of an overriding urban philosophy in students?

Further suggestions included more personalities were needed. Could Joseph curl with osteo-arthritis? Take the nurse out of the game. This latter point is interesting because it touches on attitudes of people in the game. It was stated by one student that Glenna shouldn't be a nurse as she has the appropriate medical knowledge and knows where her parents should move to. In other words she has an unfair advantage. Yet all of these points can be discussed at length.

Conclusion. In conclusion, there appeared to be no evident discrepancies in the game. It produced conflict but more than it produced clear evidence of higher order learning. Analysis of facts took place, as did synthesis. Skills of critical thinking and problem solving were employed. The ability to work in a group and compromise were also tested, as were characteristics such as stubbornness, honesty, and self-preservation.

This is a subjective report of a minor nature, but as a preliminary field test of the game, it was encouraging.

Suggested Improvements. The length of time allowed for the game was one hour. One and one-half to two hours would appear to be more realistic at this year level.

The game if used for this particular project should tie the concept of identity to mobility. A recommended summation of the lesson would be: 1. How would the conclusion that your group chose affect the identity of Joseph? of Maria? 2. Discuss the identity of Glenna, Maurice, Margaret, and Frank Haylor. Would the decision made by Joseph and Maria affect their identities in any way?

Third Report:

Introduction. The field test was conducted in a classroom with twenty-nine year four students. These students were of average and below average in ability. Mrs. Burke conducted the game with Mr. Allen sitting in at the outset as an observer. He was later absorbed into the game as one of the role-players in a group. Mrs. Burke gave details in the form of paraphrasing the written material. This lasted for about twenty-five minutes.

Mrs. Burke acquainted the students with the economic situation on the farm and the alternatives presented to the couple who were to retire. These alternatives were listed on the chalkboard and also the class was referred to the map on the last

page of the game. The factors regarding retirement were brought out for the class in the instructions. These were such items as climate, cost, transportation, medical facilities, and friends.

The groups were arbitrarily set up and group leaders appointed. The duties of the group as a whole were outlined as well as the responsibilities of the individual players. These included:

- (a) selecting roles to be played
- (b) reading the role
- (c) discussing and deciding where to live
- (d) reaching general agreement
- (e) presenting the reasons for such a decision

The Sample Group. By being involved as one of the role-playing members, Mr. Allen was able to gain first-hand knowledge of how involved the players became. One child, the girl playing the role of Margaret, was not involved. The other four participated satisfactorily. The leader was weak which may have been a factor in low level of involvement. Also, Mr. Allen who was playing the role of Joseph may have inhibited the reactions of the players.

Group Discussion at Completion. The class was to give information relating to the following:

- (1) reasons for choice of location for the retired couple.
- (2) suggested changes for the game.
- (3) the effect of the choices made on the identity of the six people involved.
How would this move affect the identity of the six people involved?

From the general class discussion following the conclusion of the game it became evident that the majority of the students had gained a good insight into the concepts of the game.

Mrs. Burke recorded the results of the groups on the chalkboard as follows:

Group 1	Rosetown	(6 - 0)
Group 2	Saskatoon	(5 - 1)
Group 3	Saskatoon	(6 - 0)
Group 4	Saskatoon	(5 - 1)
Group 5	Saskatoon	(6 - 0)

When asked about the change in identity of the various individuals when the retired couple move to a new location the following were suggested:

Maria and Joseph will have less to do and thus will not retain their usual energy and strength.

Joseph will miss tinkering with the machinery on the farm.

The couple may be more active because of the social life in the city.

Some children feared they may become bored from watching television all the time.

Joseph's physical appearance will change. His skin will be paler when he is inside all day.

Maurice would become more independent and may become confused with the added responsibility.

Observations. Time: one hour and fifteen minutes.

The class recognized the implications related to identity when a couple retire and move to a new location. They could analyze and synthesize at the highest level.

Recommendation. Another game should be constructed for a class at this operational level. To increase involvement, one which is closer to their own experience would be more relevant. A game involving family mobility is suggested for this purpose.

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APPENDIX J

VITAE

Sub-project Initiator

Froese, Elmer E.

Education

Bachelor Education, University of Saskatchewan	1966
Bachelor of Arts, University of Saskatchewan	1966
Ph.D. student, University of Texas, Houston	1970-?

Areas of Special Interest

Geography teaching

Administration

Professional Experience

Teacher, Province of Saskatchewan	1958 to 1964
Vice-Principal, Province of Saskatchewan	1964 to 1967
Principal, Province of Saskatchewan	1969 to 1970

Sub-Project Directors

Personnel of the Subproject

Allen, Charles Lester (Bud)

Education

Bachelor of Education, University of Saskatchewan,	1967
Bachelor of Science, University of Saskatchewan,	1969
Master's student, University of Saskatchewan	1971 - ?

Areas of Special Interest

Regional geography
Curriculum development
Communications

Professional Experience

Teacher, Province of Saskatchewan	1967 - 1969
Vice-principal, Province of Saskatchewan	1969 - 1971

Burke, Marguerite Vigrass

Education

Bachelor of Arts, University of Saskatchewan,	1950
Bachelor of Education, University of Saskatchewan	1954
Master's student, University of Saskatchewan	1971 - ?

Areas of Special Interest

Canadian Literature
Curriculum development
Canadian History and Cultural Development

Professional Experience

Teacher, Province of Saskatchewan	1942 - 1971
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Sub-project Teacher Participants

Hawkins, Sheila

Education

Bachelor of Arts, University of Saskatchewan,	1968
Bachelor of Education, University of Saskatchewan,	1969

Areas of Special Interest

Art
Literature
Sociology

Professional Experience

Teacher, Province of Saskatchewan,	1959 - 1971
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Mack, Mrs. M.J.

Education

Bachelor of Education, University of Saskatchewan	1964
Bachelor of Arts, University of Saskatchewan	1966

Areas of Special Interest

Program Development: to provide for individualization of instruction

- continuous progress concept
- special education for the handicapped, slow learner, academically talented, etc.

Professional Experience

Teacher, Province of Saskatchewan,	1941 - 1961
Vice- principal, Province of Saskatchewan	1961 - 1966
Principal, Province of Saskatchewan	1966 - 1971

Sklarenko, Marilyn

Education

Three years plus one class towards a General B.Ed. (music major) University of Saskatchewan
A.R.C.T. (Solo performance - piano) - Associate of Royal Conservatory of Music of Toronto.

Areas of Special Interest

Teaching of language arts, social studies, music

Professional Experience

5 1/2 years of teaching elementary grades IV - VIII in the provinces of Saskatchewan and Alberta

Student Coordinator

Miller, Thomas William

Education

Bachelor of Arts, London University, London, England,	1965
Master of Arts in History, University of Saskatchewan,	1967
Diploma in Education, University of Saskatchewan,	1970
Ph.D. student, University of Saskatchewan	1971-72

Areas of Special Interest

Social studies, curriculum development, audio-visual areas.

Professional Experience

Junior college level, Province of Saskatchewan,	1964-67
University of Saskatchewan	1970-71
Considerable experience in radio and television both with the CBC and private stations	1952-57, and 1960-1964

Student Associates

Stalder, Irene Evron

Education

Bachelor of Arts, University of Saskatchewan,	1969
Bachelor of Education, University of Saskatchewan,	1971

Areas of Special Interest

Social studies

Professional Experience

Internship September to December, 1969 at Mount Royal Collegiate

Wilson, Brian

Education

Three years Teacher's Certificate - Newcastle-upon-Tyne College of Education,
Newcastle University, England.

Bachelor of Education, University of Saskatchewan, 1971

Master's student, University of Saskatchewan, 1971

Areas of Special Interest

Curriculum research in controversial issues and urban studies.

The interdisciplinary approach to social studies.

Discovery or inquiry and problem solving approaches to learning.

Professional Experience

Two years teaching in elementary school in the Province of Saskatchewan

One year teaching high school in the Province of Saskatchewan

Several years experience as a cost accountant in industry.

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